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ABSTRACT

This study describes and documents the history of a shared-facilities arrangement between Michael J. Brennan Roman Catholic Separate School and Pine Grove Public School in Ontario, Canada. Included in the report are a review of the literature on shared-facilities projects, legal agreements and statements of expectations from the pre-planning phase, interview and questionnaire data from all agents involved in the project, major issues and events, conclusions, and recommendations. Data from this study and the accompanying discussion suggest that this shared-facilities arrangement provides students with an excellent learning environment. In addition, a variety of serendipitous advantages are noted, such as student tolerance of other religions, joint parent organizations, community-school projects, inter-board communication, and creative administrative practices. Student Questionnaire, parent questionnaire and structured interview format for principals, directors and staff are appended. (MLS)

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The Joint Occupancy and Sharing of School Facilities

An Experiment Between the Lincoln County Board of Education and the Lincoln County Roman Catholic Separate School Board

EA 013 988

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The Joint Occupancy and Sharing of School Facilities

An Experiment Between the Lincoln County Board of Education and the Lincoln County Roman Catholic Separate School Board

---

J. R. Bruce Cassie, John E. Stunt and Alan L. Unwin

THIS STUDY REFLECTS THE VIEWS OF THE
AUTHORS AND NOT NECESSARILY THOSE OF THE
MINISTRY OF EDUCATION.

Hon. Bette Stephenson, M.D., Minister
Harry K. Fisher, Deputy Minister

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Queen's Park
Toronto, Ontario

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Abstract

This study describes and documents the history of a shared-facilities arrangement between Michael J. Brennan Roman Catholic Separate School and Pine Grove Public School. Included in the report are: a review of the literature on shared-facilities projects; legal agreements and statements of expectations from the pre-planning phase; interview and questionnaire data from all agents involved in the project; major issues and events; conclusions and recommendations.

Data from this study and the accompanying discussion suggest that this shared-facilities arrangement provides students with an excellent learning environment. In addition, a variety of serendipitous advantages are noted, such as student tolerance of other religions, joint parent organizations, community-school projects, inter-board communication and creative administrative practices.

Children from both schools try out the new chairs purchased by the parents of both schools.

Safety patrol member helps pupils from both schools across the street.

Boys and girls from the neighbourhood use the school after hours for various clubs.

Parents and students from both schools receive awards for safety.

Police talk to students about safety.

Students in grades 5 and 6 from both schools study together in Outdoor Education during the winter.

LINCOLN COUNTY
ROMAN CATHOLIC SEPARATE SCHOOL BOARD

80 Grantham Avenue, St. Catharines, Ontario L2P 3H1
(416) 682-8354

J. P. SKEHIN, B.A., M.Ed.
Director of Education

July 8, 1980

Dear Reader:

Five years have passed since the signing of a formal agreement between the Lincoln County Roman Catholic Separate School Board and the Lincoln County Board of Education, on July 8, 1975, concerning the sharing of school facilities in the Lake Street-Lakeshore Road area of the City of St. Catharines. This document deals with the history and planning of this project prior to July 1975 and its operation during the intervening five years since 1975.

In Lincoln County, for a good many years the spirit of cooperation between the two school boards has been "alive and well". This has been evident in such areas as transportation, the joint film library, provision for use of instructional facilities in Industrial Arts and Family Studies, arrangements for use of portable classrooms, representation on curriculum committees, and the planning committee meetings of both boards.

In this tradition, then, of cooperation between the boards, the Michael J. Brennan-Pine Grove School project was undertaken. The Lincoln County Roman Catholic Separate School Board gave its full support to the project in 1975, and its decision made then has, we believe, been vindicated, and the expectations of both boards have been fulfilled. That the project, five years later, has proven to be "a practical, workable and efficient reality" is due not only to the commitment of harmonious cooperation between the boards, but perhaps moreso to the principals, staffs, students and parents in the community served by both schools. In very large measure, the success of this project has been due to the professional and community leadership and cooperative approach adopted by both principals, Mr. J. Stunt of Michael J. Brennan School, and Mr. A. Unwin of Pine Grove School. The large measure of autonomy given each principal in the solution of local problems and difficulties, and in the organization of staffs and parent groups, has been effectively and efficiently applied as they have worked together in cooperation, harmony, goodwill, trust and friendship. Their efforts and the leadership they have provided have generated very significant and positive contributions from the parents and students towards the successful outcome to date of this project. The teaching staffs of both schools have commendably performed their duties in a spirit of harmony, while the relationship or rapport between staffs and parents is one of continuing support.

The Lincoln County Roman Catholic Separate School Board is appreciative of this study, undertaken in cooperation with Dr. J.R.B. Cassie of the Ontario Institute for Studies in Education. Five years have elapsed since this experimental project got underway, and the need to convey to print the history of the project, the board climate in which it was conceived, and to assess the results, appears evident.

Very sincerely,

J. P. Skehin

J.P. Skehin
Director of Education

JPS:emh

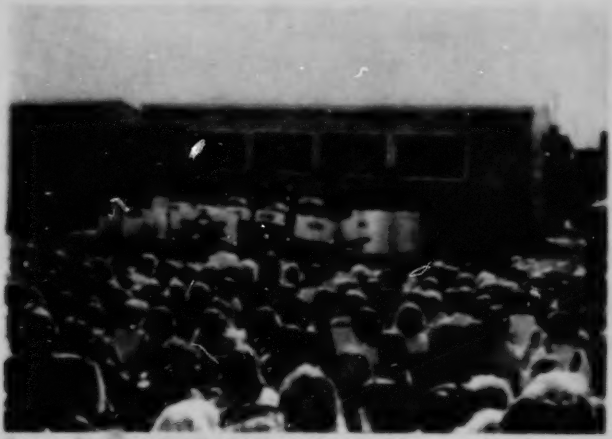
THE LINCOLN COUNTY BOARD OF EDUCATION

The Lincoln County Board of Education has been very proud to be involved in the development and implementation of a joint project with the Lincoln County Roman Catholic Separate School Board where teachers and students from the same community can share educational facilities and programs but continue to retain the separate identification that characterizes each individual school system. The co-operation between the two Boards and officials has enabled this unique project to be widely accepted throughout the educational community.

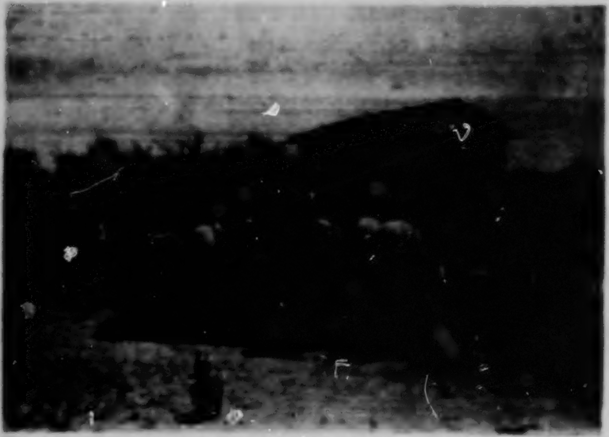
The leadership provided by the Principals, Mr. J. Stunt and Mr. A. Unwin, and the dedication exhibited by the staffs with the support of the parents and students makes Michael J. Brennan/ Pine Grove a fine place for children to attend school. It has been a privilege professionally for me to be associated with the successful accommodation of two schools sharing one facility, common sports days, picnics, as well as other numerous joint activities.

R. S. LAWLESS
Director of Education

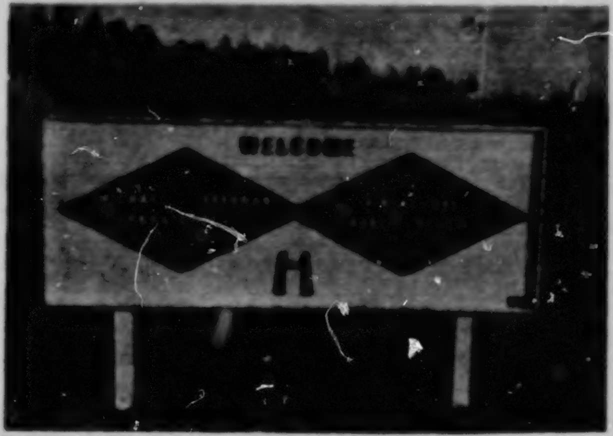
Parents from both schools help erect a creative playground.



Grape & Wine Festival brings the students together to hear the Trinidad Steel Band.



The playground takes shape, thanks to many helping hands.



The sign tells us what it's all about.

Playday in the spring brings the younger students together.

P.E. staff from both schools co-operate to organize extensive intra-mural program.

Preface and Acknowledgments

The Michael J. Brennan/Pine Grove story has been positively influenced by the contributions of many people:

- trustees of the Lincoln County Roman Catholic Separate School Board and the Lincoln County Public School Board who made the decision to begin this experiment in cooperation;

- Jim Skehin and Roger Allan, Directors of the respective boards of education, who had the foresight to see the long-range implications of sharing and the courage to pursue a goal that brought about a significant change in the traditional way of running their schools;

- Ross Lawless, Director of the Lincoln County Public School Board of Education, for continued support and endorsement of the project;

- Art Wing and Frank Quinn, Superintendents of Education under whose immediate supervision this project was to evolve;

- Orysia Lampman who was vice principal of Pine Grove during the very important growth years, and Werner Fast the present vice principal;

- Bill Mitchell of the Ontario Ministry of Education, who headed the team that compiled the initial evaluation of this project;

- Peter Noble, Education Officer, Community Schools, for contributing to the community development component;

- Conn Crawford who provided backup assistance on innumerable occasions when the two boards discussed portable classroom facilities and additions to the existing joint-facility;

- Parents who served at the executive level of the parent associations, working cooperatively to provide a human relations component absolutely essential to the development of parent-student-staff communication.

The compilation of this report was facilitated by contributions from many people:

- Anthony Barone, Assistant Director of Education for the Metropolitan Toronto Separate School Board, who completed his doctoral thesis on shared-facilities arrangements and consulted with the research team during this project;

- Al Shynal, Research Officer, Ontario Institute for Studies in Education, for assisting in the collection and tabulation of questionnaire data.

- Gordon Rose and Arnel Pattemore of the Lincoln County Board of Education, for the composite drawing and front cover design; Larry Dolan, Media Advisor of the Lincoln County Separate School Board.

- Henry Burgoyne of the St. Catharines *Standard*, for reprints of photographs on pages iv, viii, xii, 8, and 33 and the items in Appendix 9.

- Rita Mason and Wendy Seminchuk who typed the original manuscript and Joan Graziani, Niagara Centre, O.I.S.E., who typed the final draft.

Living and learning through the development of the shared facilities project has been a challenging and exciting experience for all concerned. As there were few precedents for a venture such as this, the participants in this experiment had to rely on their collective ideas, judgments and resources to attempt to make the concept viable.

Along the way, we learned to respect areas of mutual interest and to appreciate our differences. We learned valuable lessons about openness and trust and how these facilitative conditions are essential to making a project like this succeed.

The enthusiasm and cooperation of the teaching and maintenance staffs of both schools stand as a significant backdrop to the success of the project. Their flexibility and their desire to respect and accommodate each other's needs also emerged as the pivot around which the sharing of facilities and the teaching of children occurred.

The authors respectfully dedicate this report to staff, parents and children who have worked and lived through the development of the Pine Grove/Michael J. Brennan experience. They have demonstrated in a very tangible way that people of goodwill can work together in harmony.

Al Unwin
John Stunt
J.R. Bruce Cassie

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Pine Grove's Centennial Picnic 1976 and welcome to new neighbour Michael J. Brennan.

Secretaries from both schools work together.

Children from Michael J. Brennan/Pine Grove meet in the shared library resource center.

Live theatre entertains students from both schools.

Intramural volleyball takes place with students of both schools mixed together.

The Parent Associations' Executives from both schools meet to establish common events.

1 Introduction

Many educators question whether or not the news media are interested in our success stories, our triumphs, our breakthroughs. Certainly we notice that the media are first on the scene to report a teacher strike, the corporal punishment debate, the outcry about teenage drinking or drug abuse and use of values clarification exercises in classrooms. Indeed, many of the major educational interventions of the day appear to be left largely unsung.

The authors of this report on a successful shared-facilities arrangement in Lincoln County believe this story must be told. For five years, Michael J. Brennan Roman Catholic Separate School and Pine Grove Elementary School have occupied adjoining buildings and shared a gymnasium, a library, audio-visual equipment, a creative playground, an outdoor education program and numerous extra-curricular activities. Unlike several similar experiments in Metropolitan Toronto, this story has an exciting beginning, an enthusiastic middle and a successful conclusion. All indications suggest that Michael J. Brennan and Pine Grove Schools will continue their success story as an experiment in the sharing of facilities. Administrators, teachers, parents and, most important of all, students believe the project is a success.

At a time when similar projects have failed elsewhere, this report provides the reader with an informative look at the other side of the coin. The following parts of the report present the literature on sharing arrangements, a history of the Michael J. Brennan - Pine Grove experiment and descriptive data documenting the success of this project.

2 Review of the Literature on Sharing Facilities

People living in the province of Ontario are accustomed to having Public School and Roman Catholic Separate School systems of education. Although from time to time one hears discussion about the positive or negative features of each system, there has continued to be strong support in Ontario for maintaining the uniqueness of each system. Yet, since the early nineteen sixtees, a combination of factors have emerged to encourage educators and community groups to consider the possibility of educational overlap in the two systems. It wasn't until the early 1970's, however, that joint action was taken to provide for sharing of space and facilities between public and separate schools.

Given the uniqueness of the educational context in Ontario no parallel sharing of schools is found in the research literature. Nevertheless, in the business milieu, along with the sharing of buildings, warehouses or office space, it is not uncommon to hear about businesses with employee transfer policies, joint marketing campaigns and staff sharing practices. Indeed, one might rightly wonder why boards of education have shown reluctance to engage in sharing of schools and facilities.

The answer to the implied question is much more complex for the educational than the business sector. For example, the public and separate school systems represent unique ideological positions with regard to the educational environments within which their school system operates. The separate school inculcates a Roman Catholic religious tradition and the accompanying spiritual values system; the public system provides for the learning needs of students who represent an interdenominational mix. That is, in the religious context each system purports to provide distinctive learning environments; however, both boards of education respond to subject-area guidelines and curriculum practices outlined by the Ontario Ministry of Education.

Theoretically, if one board of education has surplus space and another board needs space or if two boards of education want a French Immersion program but neither has sufficient students, the idea of sharing facilities, services or schools appears to be a viable proposition. Similarly, if one board experiences decline in student enrolment while another simultaneously has an increase in enrolment, joint planning would appear to provide a reasonable solution.

In practice, many variables, the most important being the uniqueness of the ideologies of the two systems of education, make the above scenario a difficult dream to realize. Even so, a study team looking at the sharing and transferring of school facilities indicated there are many benefits to be derived:

1. lower construction, maintenance, and operating costs, both for the province and the local ratepayer.
2. Increased capability for adjustment of both accommodation and program should enrolments in either school fluctuate.
3. Increased capability for improvement of program through sharing the services of specialists in such disciplines as Art, Music, Oral French and Physical Education.
4. Better facilities for use by the whole community for educational or social purposes.

Ideally, the sharing of school buildings, facilities and learning resources between school systems should refer to the voluntary, equitable apportionment of a permanent school building or facilities and learning resources. In addition, authors such as Barone (1977) suggest that the equitable apportionment should be underscored by a mutually agreed-upon specified period of time. Unfortunately, certain conditions have frequently been overlooked, with the result that the sharing has become a problem in itself rather than the solution.

To review the recent history of sharing, one need only return to 1969 when the Borough of North York and the Metropolitan Separate School Board established study committees to discuss cooperation in eight specific areas: location of schools, exchange of information between planning departments, joint use of school sites and facilities, arrangements for use of vacant classrooms, sharing computer services, cooperation in special education classes, sharing school bus routes and library facilities. This discussion led to a statement by one of the committee members suggesting" ...we had better look into some ideas of sharing facilities and costs because a great deal of duplication of services does occur..." (Don Mills Mirror, North

York, 5 March, 1969).

In May 1970, Education Minister William Davis outlined to the Association of Ontario Mayors and Reeves his willingness to look at the sharing of educational facilities. Unfortunately, his good intentions were clouded by a nagging doubt among many Ontarians that the government was about to integrate the public and separate systems. Although this fear could not have actualized without a change in constitutional law, it persisted. To counteract this fear and at the same time demonstrate support for sharing arrangements, Education Minister William Davis, in a statement in May 1970 to the Association of Ontario Mayors and Reeves, is reported to have said

> ...that the province is prepared to discuss with separate and public school boards the joint use of educational facilities... this does not mean the province is contemplating integration of the two school systems. But...there is no reason why some school boards in both systems could not share programs and staff.

In February 1972, a new Minister of Education, Thomas Wells, was appointed and he promptly indicated at the annual meeting of the Ontario School Trustees' Council that:

> Ontario's public and separate systems will have to get together on the use of the classroom space and in planning of future schools... But [we rule out] legislation as a means of furthering shared use of space between the two systems [... I would] like to see this done without anybody being pushed into it.

The debate, sharing or no sharing, continued unabated, with some endorsing the concept on a wide-scale basis -

> The shared use of facilities will, in future, be an accepted approach to solving school accommodation needs. School enrolments will wax and wane, school support will shift from public to separate, and from separate to public. We have an opportunity to resolve unique problems in creative ways;

and others introducing a cautionary note -

> The sharing of facilities between public and separate school boards is a matter which should be given a great deal of thought. One should not accept the concept because it is the 'in-thing,' nor reject it because it might not have instant appeal. One should approach the idea of sharing between public and separate school boards with an analytical outlook.

In April 1972, at the annual meeting of the Ontario Separate School Trustees' Association, the debate raged again. This time, the reaction to sharing emerged as an adamant appeal by the chairman of the Metropolitan Separate School Board, who cautioned trustees not to "trade away the fundamental right to a separate school building for which our forefathers fought." (The Canadian Register, 15 April, 1972).

Meanwhile, the Ontario Ministry of Education pursued the issue and in May 16, 1972 legislation to encourage the sharing of facilities was given first reading in the Ontario legislature. When asked for his comment on the legislation, the Education Minister assured educators from both systems of education that the new legislation "wipes away" impediments to sharing facilities that existed in previous legislation. What was equally as important to many educators were two additional statements, namely: "[the sharing of facilities] will save money"; and, "this [legislation] will give boards the impetus to share rather than build...there is no intention ...to have one system absorb or take over another system" (Globe and Mail, 16 May, 1972).

Another statement by the Minister of Education appeared in a memorandum titled Cooperation in Planning School Accommodation (Ministry of Education, Toronto, 1972, p. 10):

> The Minister in his memorandum outlined the following:
>
> In areas where enrolments are shifting it is obvious that one of the primary alternatives is for the school boards concerned to share school facilities while essentially retaining their distinct identities.
>
> A second primary alternative is for one board to sell an existing school to another board whose requirements are clearly greater in a particular area.

In the three years after the introduction of the previously mentioned legislation, several school sharing projects were begun in Metropolitan Toronto. The projects, however, often failed to get the required support of the two staffs, the principals, parent groups or the respective boards of education. In May 1975, the Director of Education for the Toronto Board asked school trustees to end "three long, poisonous years" of controversy over the issue of sharing schools with the Metropolitan Separate

School Board (Globe and Mail, 25 May, 1975).

Just prior to the director's statement, E.H. Humphreys wrote in his article "The Planner in the Vortex of a Developing Storm":

> Joint use of facilities is another of these 'rationalizing' concepts that appears feasible to all except those who are expected to employ it. In Ontario, where a Roman Catholic parochial but publicly supported school system operates along-side a non-denominational public school system, the reallocation of space between the two boards is easier said than done. Unless the public (particularly the parents) accept the idea, it is impossible to accomplish. Such a public acceptance was clearly lacking in a recent attempt to exchange schools in the city of Mississauga. Public meetings about the exchange drew overflow crowds; epithets were hurled freely by public and separate school supporters contesting the decision. The planners found themselves in the middle of a new battle between two sectarian groups, each protecting what it believed to be its own interests. Proposals for exchange and sharing of facilities in Metropolitan Toronto have met similar obstacles. (Humphries, 1975, p. 93)

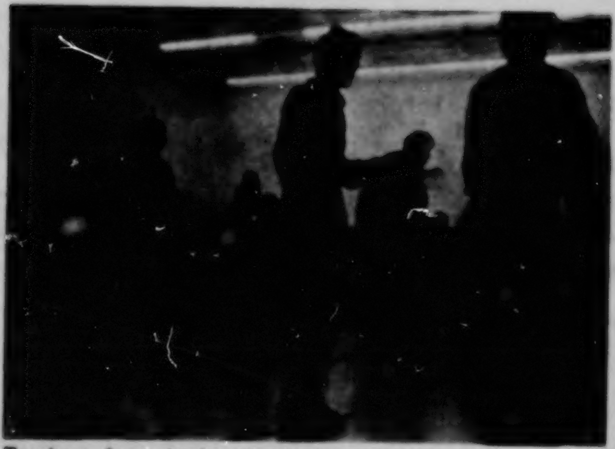
The sharing of facilities in both Metropolitan Toronto and the Borough of North York is fully accounted for in a dissertation by A.J. Parone (1977). The waxing and waning of support, interest, and ire appear, in these contexts at least, to tip the balance against the sharing of school facilities. Indeed, as the Metropolitan Toronto Director of Education said, the planning and implementation phases appeared to be "poisonous years" during which many participants had difficulty going beyond selfish interests.

Elsewhere, however, the scenario is different. In Lincoln County, the public and separate systems of education have worked together in the sharing of Pine Grove Public and Michael J. Brennan Roman Catholic Schools. In an optimistic note characterizing the high level of cooperation with which this project began and is continuing, Jim Skehin is quoted on 30 April, 1974 saying: "If we continue to look after each other's interest in this fashion, then we are going to be the people to show the rest of the province the way."

In concluding this brief review of the literature on sharing schools, facilities and learning resources, one notes that the concept of sharing between the public and separate school systems has a brief history. Legal statutes and ideological differences seem to have blocked movement in this direction. The early 1970's, however, saw considerable interest in sharing among the two systems of education in and around Toronto. At time of writing, information on these projects, with the exception of the Lincoln Experiment, suggests that at best the sharing projects are tolerated by the respective systems and their supporters.

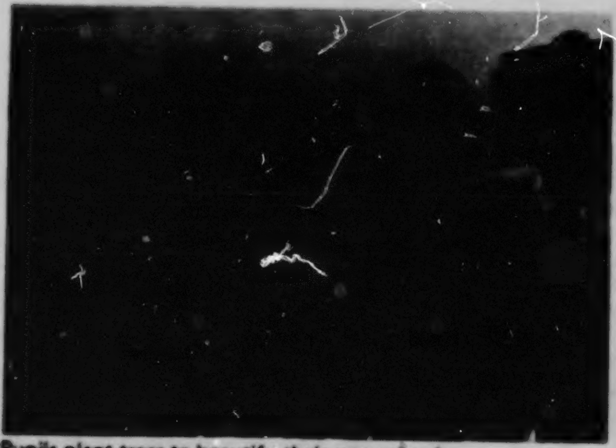
Finally, sharing can be looked upon as a complex interplay of many variables. Those seeking to reduce the sharing of schools, facilities or resources between two systems of education to a superficial decision process are doomed to failure. A shared-facilities arrangement involves considerable long-range planning, inter-board communication and, most of all, a desire to succeed. Moreover, as this report on an experiment in sharing will demonstrate, a shared-facilities arrangement can result in a community school in which students live and learn in an atmosphere of tolerance and mutual respect.

Pupils in grades 4, 5 and 6 are taught together in an elective programme.



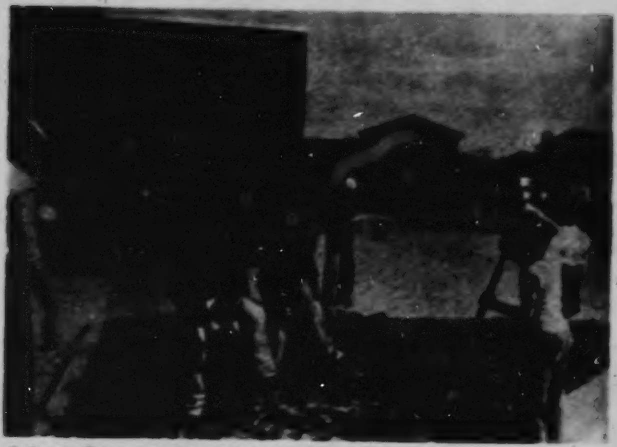
Teachers from both schools learn folk dancing with the children.

Parents come into both schools to help with elective programme.



Pupils plant trees to beautify their new schools. safety.

Students from both schools and parents learn various folk dances.



Arbour Day activities bring pupils together.

3 The Lincoln County Experiment

BACKGROUND AND PLANNING

"The parties mutually acknowledge and agree that they are working together in complete cooperation, harmony, goodwill, trust and friendship and will do everything in their powers to make the concept a practical, workable and efficient reality." With these words incorporated into the preamble, the Lincoln County Board of Education and the Lincoln County Roman Catholic Separate School Board met on July 8, 1975 to sign a negotiated legal agreement that established the shared-facilities arrangement at Pine Grove and Michael J. Brennan Schools. The signing of the agreement established a precedent in Ontario Education: this was the first joint-school project that was designed from the ground up as a shared-facilities arrangement. Yet, to understand fully the singular importance of this legal agreement, one must return to the events that preceded the signing.

The Lincoln County Board of Education and the Lincoln County Roman Catholic Separate School Board became corporate entities on January 1, 1969 when the Provincial Department of Education (since known as the Ministry of Education) amalgamated small school boards into county or combined county boards of education and Roman Catholic separate school boards. This reorganization took place primarily to equalize educational opportunities for all children across the province by coordinating and sharing all the educational resources within a given geographic area.

The area to be served by the two Lincoln County Boards was typical of many of the newly created boards. The city of St. Catharines is the largest municipal organization served by the boards, and houses the administrative offices of both boards. The schools operated by the boards are spread out in a radius of approximately 20 miles from St. Catharines and encompass a variety of schools in smaller urban municipalities and rural areas. At the present time the Lincoln County Board of Education has approximately 18,598 pupils, housed in 61 schools and taught by a staff of 865 teachers. In comparison, the separate school board has 27 schools, staffed by 355 teachers, with a pupil population of 7,885 students.

Shortly after the establishment of the two neighbouring Lincoln boards it became evident that it would be to the mutual benefit of the pupils, teachers and administrative staff to share certain services and facilities. Using the enabling powers of the Education Act (Section 156, Subsection 1), the two boards entered several agreements from 1969-75 to share certain services, programs and accommodation. One obvious inequality that existed throughout the county was the lack of gymnasia facilities for physical education classes. Often either the public or the separate school would have a gymnasium and the other school would not. For this reason, equitable rental agreements were made between the two boards, thus enabling most students to have access to physical education facilities.

In the early 1970's, with the proliferation of media resources and equipment available to teachers, it became apparent to both boards that the establishment of a joint film library would be financially and educationally beneficial to both systems. To look at the feasibility of sharing this service and to study the appropriateness of other sharing arrangements, both boards through the suggestions of their respective directors, appointed trustees to a joint planning committee. This joint planning committee, still in existence today, recommended a financial arrangement that brought into being the joint film library.

Similarly, since boards share the identical geographic area, they cooperate in the provision of pupil transportation, especially in rural regions. Often, public and separate school children ride the same bus and are dropped off and picked up at their respective schools.

Also, both boards share in such areas as Industrial Arts and Family Studies (Lincoln, Grimsby, West Lincoln) and in curriculum development activities. In the early 1970's when the boards were getting involved in writing curriculum, separate school representatives were invited to be full participants on public school curriculum committees, and the completed guidelines were made available for use in both systems. The Physical Education consultants of both both boards maintain a joint health curriculum, and representatives from each system form a committee that plans and organizes a regional Science Fair for all students under the boards' jurisdictions.

Moreover, representatives from all the teaching federations in the county plan and organize a county-wide elementary teachers' professional development day. Using the human and physical resources from both systems, the teachers cooperate to hold a series of workshops to meet professional development needs of 1,360 public and separate school teachers. The affiliates of the teachers' federations in the county often continue their "sharing" at the monthly Pub Night Social.

It was within this climate of cooperation, mutual respect, trust and communication that the two boards began to discuss an entire shared-school facility. This decision was facilitated by tremendous residential growth in the north end of St. Catharines. Here new subdivisions were developing quickly as people from Hamilton, Burlington and Toronto were attracted by the relatively low cost of housing.

Soon both boards realized that a separate and public school would be required in this area. At this time, the public school owned a seven acre parcel of land in the midst of one of the new developments and was anticipating the building of a new school on this site. Also, there did not appear to be an adequate parcel of land on which the separate school board could build. At this point, the Directors of Education for both boards met to discuss the possibility of using the public school property to establish a shared-facility school.

It is interesting to note that Roger Allen, the Director of Education for the Lincoln County Board of Education, and his separate school counterpart, Jim Skehin, had both had educational experience in Northern Ontario and were both familiar with a shared-facilities school initiated in the isolated community of Nakina. After their initial discussions, they realized that mutual benefits to the boards could be significant. With full awareness of the potential risks, each presented the idea to his respective board and initiated the discussion and planning that culminated in the signing of the formal legal agreement on July 8, 1975.

Nevertheless, prior to the signing of the legal agreement, the Ontario Ministry of Education had begun to study in depth the issue of shared-facilities arrangements. In 1973, the Ministry of Education undertook a study to examine the matter of sharing accommodation in boards across the province. The study was prompted by changes in the ethnic composition of certain neighbourhoods in the city of Toronto, which had created changes in the traditional balance of public-separate school orientation of the resident ratepayers. The Ministry solicited responses from the various Trustees' Associations, who in turn polled their respective boards to determine the degree to which public and separate boards were willing to share facilities.

In its response to the Ministry's proposal, the Lincoln County Separate School Board stated that, while it believed in principle "that the sharing of school facilities between public and separate school boards could be a progressive step", for separate school boards, care and caution are necessary "lest in their desire to cooperate they become architects of their own demise."

For the most part, individual separate school trustees and the Ontario Separate School Trustees' Association (OSSTA) were very apprehensive about the government's plan to force the sharing of facilities. Many feared the move to shared-facilities arrangements would result in the end of the Roman Catholic Separate School. With this fear in mind, OSSTA stated that they would consider sharing only where the shared facility was large enough to be a viable unit, at least an entire wing or floor of a school. The optimum arrangement was seen to be an entire school, where the sharing of certain facilities would be mutually advantageous. The underpinning prerequisite continued to be that the autonomy of the Roman Catholic School be maintained. This concern is evident in a subsequent statement about sharing by the chairman of the Lincoln County Roman Catholic Separate School Board (RCSSB):

> Any action to be undertaken by the Lincoln County Separate School Board in furthering its cooperation with the Lincoln County Board of Education shall not be construed to distract from the distinctive Catholic Education offered by our schools nor to violate the autonomy of this Board, its philosophy of education imbedded in the Christian ideal, its mandate from the Roman Catholic community, nor to threaten its continued existence, growth and development as an independent segment of public education in this Province. The rights imbedded in the Constitution and contained in provincial statutes have been safeguarded and protected over generations past by Separate School Trustees committed to the Christian philosophy of education. In our voluntary cooperative approach to educational problems today, our mandate as Separate School Trustees remains unchanged.

> The current willingness and desire on the part of Trustees of public and separate schools in Lincoln County to cooperate in those areas where cooperation is mutually advantageous, is to be encouraged and further developed. Continued growth and development of the separate school system and Christian philosophy of education will, in the context of the 70's and 80's, be enhanced more by expanding mutual cooperation of Boards of Trustees than by reverting to our former isolation.
>
> Gilbert Parent
> Chairman
> April 30, 1974

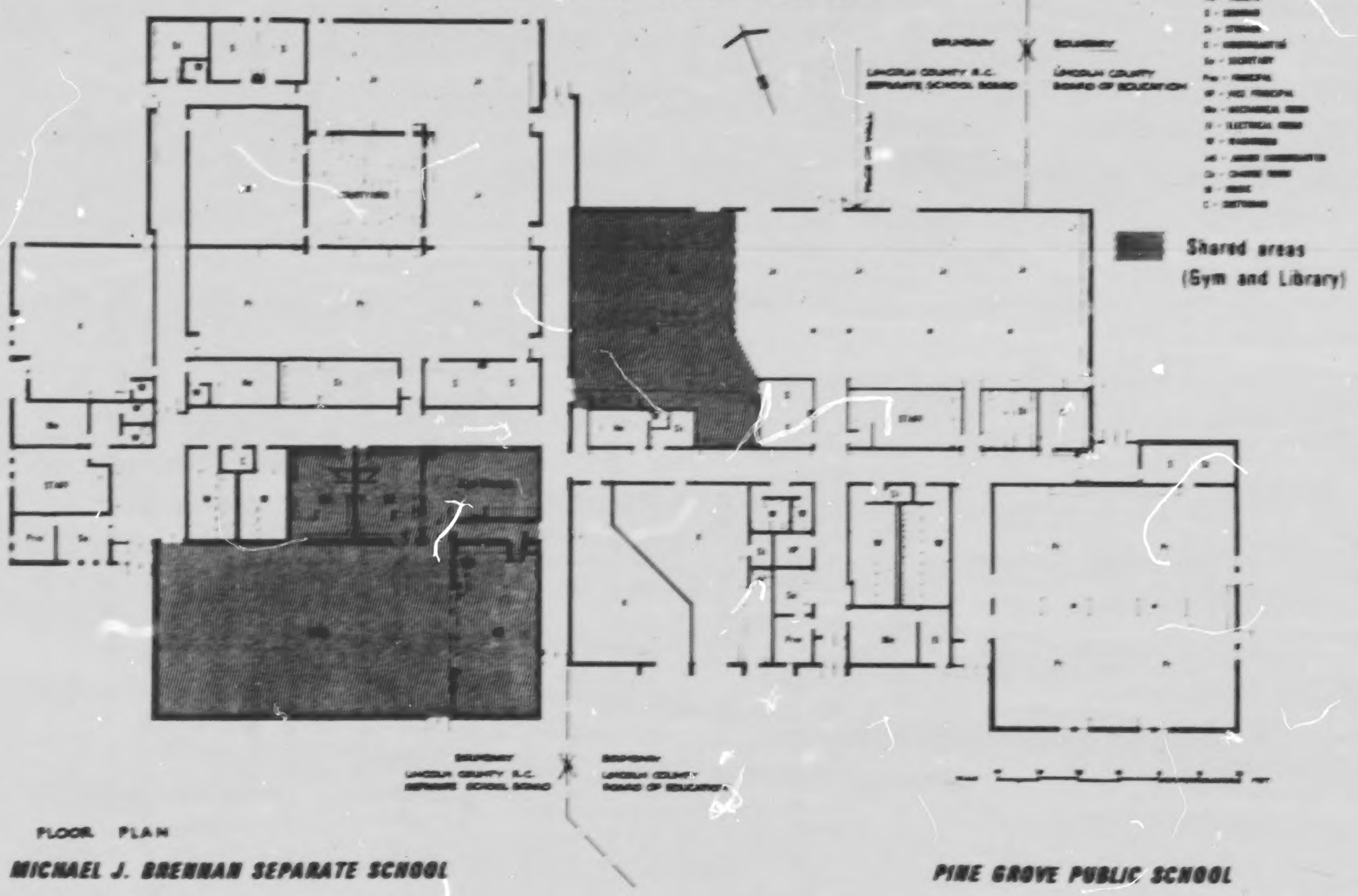
The liaison committe of both boards discussed the proposal to share school facilities during the fall of 1973. In February of 1974 both boards passed motions that they agreed in principle to the construction of joint school facilities if "concurrent" school sites were available. In October of 1974, the staff of each board were directed to commence a study of all the technicalities in construction of joint facilities at Pine Grove School and a report was to be presented to the boards in January of 1975. The concept was pursued with the regional Director of the Ministry and in February the Separate Board received approval for the construction of a school to be built adjacent to the existing Pine Grove School. An architect was retained to develop plans, and the discussion continued at the board level.

With a few exceptions (see appended newspaper articles), deliberations proceeded smoothly. Using as a reference the agreement developed in the Nakina project, both boards developed a suitable agreement which they signed on July 8, 1975 (Appendix 3).

The principal and staff of Michael J. Brennan School were appointed in June 1975 and housed in temporary facilities until construction was completed the following June.

During the 1975-76 school year, the principals of Pine Grove and Michael J. Brennan schools met regularly to develop plans for the shared-facilities project. Meanwhile, each principal and staff had established goals and objectives which they expected to accomplish in their school's contribution to the project. This early communication and planning proved to be of valuable assistance when the Michael J. Brennan School staff and students moved into "their" school in June 1976.

JOINT OCCUPANCY
MICHAEL J. BRENNAN SEPARATE SCHOOL
PINE GROVE PUBLIC SCHOOL


LEGEND
Pr - PRIMARY
Jr - JUNIOR
Li - LIBRARY
He - HEALTH
S - SEMINAR
St - STORAGE
K - KINDERGARTEN
Se - SECRETARY
Pra - PRINCIPAL
VP - VICE PRINCIPAL
Me - MECHANICAL ROOM
El - ELECTRICAL ROOM
W - WASHROOM
JK - JUNIOR KINDERGARTEN
Ch - CHANGE ROOM
M - MUSIC
C - CUSTODIAN
▨ Shared areas (Gym and Library)
BOUNDARY
LINCOLN COUNTY R.C. SEPARATE SCHOOL BOARD
BOUNDARY
LINCOLN COUNTY BOARD OF EDUCATION
STAFF
FLOOR PLAN
MICHAEL J. BRENNAN SEPARATE SCHOOL
PINE GROVE PUBLIC SCHOOL

IMPORTANT EVENTS (A PERSONAL PERSPECTIVE)

Although this study was designed to provide an objective view of the current operation of the shared-facilities arrangement, the reader should not lose sight of the daily minutiae and important events that combine to provide the backdrop for the project. For this reason, the research team looked to the principal of Pine Grove School, Al Unwin, for his recollections and impressions. In consultation with his counterpart, John Stunt, from Michael J. Brennan, Al catalogued these recollections and impressions as they appear in this section as "A Personal Perspective." Consistent with the manner in which the principals' writing appeared in their journals and jottings, this section of the report presents in chronological sequence a patchwork of related perceptions.

My appointment as principal of the unnamed school on Lake Street in May 1974 was the first event of any major importance to the project. I knew from the beginning that there would be a separate school next to mine and I expressed my excitement about the project during my interview for the role as principal...

From the beginning the school began to establish itself in the community. The name came from the community and this naming was the first time they were involved. From the naming, the community began to feel that Pine Grove School was theirs. Most parents were strangers to one another as they moved into the new homes in a new section of the city. For most, a typical response was to turn to the school and take an interest in it...

In September, 1974 the pupils were sent as groups to three different schools as the new building would not be completed until January...

During the fall we had many problems. The parents objected to busing. The students didn't know one another. Six teachers who were total strangers were expected to become one staff...

The school was ready and we moved in, January 21, 1975.

In time the pupils began to identify with the school as a school crest was designed, intramural games were played, and everyone took classes in the same building.

When the official opening took place in April, we were already bulging at the seams...

Mr. Stunt was appointed principal of Michael J. Brennan in May, 1975 and the legal documents for the shared-facility project were drawn up.

Both principals met for the first time over lunch in June. Each of us felt very apprehensive about the other principal, his personality, educational beliefs. We knew we had to work together and I am sure that idea frightened both of us. Lunch was good and our first meeting went well. We were both polite and full of ideas. I recall with interest that each of us had very similar ideas about the project. I might also add that each of us shared similar emotional anxieties and expectations.

We both felt that each school must maintain its own identity. Educational programs in both buildings would be left alone. We would have a combined intramural sports program. Boys and girls from both schools were to be mixed together for competition. We would hold common assemblies whenever possible, along with common staff meetings when concerns of joint interest were to be discussed. There was to be common use of equipment in the gym, library and elsewhere and the same recess time with supervision shared. The two schools would be one unit with students, staff and parents welcome. We planned to have joint parent information' nights and the same safety program with one common safety patrol.

As principals, we felt that we should be visible and take the leadership in bringing the two schools together.

Michael J. Brennan began as a school in September with the same rough start as Pine Grove. The students were housed at St. James School because the school was not ready until the spring of 1976.

We principals met often that fall and called the first meeting of the operations committee for November. At this meeting John Stunt and I discussed our ideas on sharing with the two directors. The main area we saw needing our attention was the library. We both felt that there should be one librarian and the librarian presently on Pine Grove's staff would be used on a trial basis for both student bodies. Both directors agreed and we left the meeting feeling encouraged. The Boards unfortunately would not agree to one librarian. The Separate School Board opposed the idea and we felt we had suffered our first set-back.

The year was a rough one as Pine Grove was expanding its own building with a four room addition. We had construction on both ends of the building and I personally didn't think we would survive the year.

As Michael J. Brennan neared completion a few strange things started to happen. The hallways in Pine Grove were made of a grey substance, very similar in appearance to dried cement, while those in Michael J. Brennan school were terazzo - a much costlier flooring.

All of a sudden an intrusion alarm system was installed in Pine Grove, placing the main shut off at the front door. Mr. Stunt and I could not understand why, since the door that would be used when the community used the school was in the middle of the complex. The architect designing Michael J. Brennan was called to the school, along with representatives from both Boards. The system was changed to the more obvious location and nothing more was said.

A meeting was called by the architects who designed the Pine Grove addition. At that meeting it was most important to some that not only the brick of Pine Grove's addition be the same colour as the present building and Michael J. Brennan's, but that the addition stick out further than the new school being built on the other end so as to not give the physical impression that Pine Grove was behind Michael J. Brennan.

During that year Pine Grove established a Parents' Association. This group of parents were to play a major role in the sharing process.

As the year 1976 was the Centennial year for the City of St. Catharines, the Parents' Association decided to hold a gigantic picnic in May. The picnic was dual purpose: to celebrate the Centennial and to welcome our new neighbours as they were to move into their building June 7, 1976. The picnic was planned, the Mayor was invited along with trustees from both Boards, and the entire community came together. It certainly did the job as 800 people, Catholic and Protestant, played and feasted together. The party continued with the teachers from both schools meeting for the first time after the picnic in Mr. Unwin's home.

In June of that same year Pine Grove was selected as a pilot school for Block Parents. This program was to be tried the following year. Soon after, both schools went together and set up Block Parents.

The students came together often that month as we wanted them to get to know one another. The yard looked strange with students from Michael J. Brennan staying at one end and Pine Grove at the other. Even the teachers on duty walked as far as the property line and then turned back. When the schools closed at the end of June both principals recognized the importance of the next school year.

In September, 1976 timetables for gym and music room use were drawn up and the two librarians met. Both staffs had their first common meeting at which they established a common library philosophy and volunteered for various intramural sports. It was, to say the least, a quiet group.

September also brought a vice-principal and new secretary to Pine Grove The janitors were already working together and had been since Michael J. Brennan moved in. They helped one another and were seen stepping out for lunch on occasion. The secretaries of course came together to share office equipment and management techniques.

The janitor from Pine Grove had a rental garbage container placed by his supervisors on the far side of the parking lot. Today both janitors use it and I am not sure who pays the rental!

In September various clubs in the city began calling to use our facilities after hours. Most wanted to use the gym after school and in the evening. John Stunt and I felt that the clubs using the school should draw primarily from within our school boundaries. Cubs, Girl Guides, Ladies' Fitness, Men's Basketball, Gymnastics, to mention only a few, were formed using leaders from within the community.

The principals felt that the Operations Committee would like to be involved in the discussions about how we were going to decide the after-hours use of the facilities. Both Boards again could not agree, as the Public Board stated that the order of priority use was first the school and then the community; the Separate Board's priorities were the school, the parish and then the community. After much discussion and press coverage the principals were left to decide who would use the facilities in what order.

The fall rolled along fairly well with both schools forming their various parent committees. In October the principals formed a committee of parents from both schools to design and erect a creative playground. This committee met every two weeks during the year to plan the playground. The need for cooperative funds was spotted very quickly if this playground was to become a reality. The students undertook their first cooperative fund-raising project in late October by selling Hallowe'en candy to the families in the community.

Early in November, while I was handling the dismissal of the kindergarten classes, I watched helplessly as a student pulled the fire alarm. We had fire evacuation plans but didn't realize fully the impact of having close to 700 students, from two schools, leave. They left in orderly fashion, but the Fire Department not only couldn't locate the main panel box, but couldn't believe two schools were calling to tell them there was a false alarm at the same address.

Michael J. Brennan had their official opening in November 1976. At the opening a choir comprised of students from both schools sang, and the ladies from both parent groups served coffee to the distinguished guests.

The boys and girls were involved together in their sports and also came together in two groups, primary and junior, to see and enjoy the Carousel Players (a local theatrical group).

Our first major assembly involving all of the students was in December, when we met to receive our safety plaque. This plaque was to symbolize both safety and a common safety program. This meant primarily one common safety patrol of approximately 50 junior students. The patrols were mixed so that students would follow and obey patrollers from either school. The toughest part of the entire program was convincing the authorities that the plaque must have the names of two schools on it. The plaque was presented with no name at all. The kids didn't notice and their plaque was hung in a prominent location.

The assemby began with "Oh Canada" and then "The Lord's Prayer." You should have seen the looks on the kids' faces as one group stopped at the end of "....but deliver us from evil."

The principals met weekly to coordinate and evaluate events. Two small, yet frustrating, problems were the communication between the two offices and the synchronizing of two bell systems. The first was rectified by an intercom system in each office as well as a dual system in the gym and on the stage. The stage was our shared music room, and the system allowed either office to contact the teacher in charge of the class on the stage.

The second problem could not be totally rectified. We had to instruct the kids to move off the yard at a bell, any bell. We also attempted to keep our clocks controlling the bells well synchronized.

Just before Christmas I was met at my office by the meter reader from the Public Utilities Commission. He was quite insistent that he had been told to read the two meters and record the numbers on separate cards. The Public School Board had been paying the hydro bill for Michael J. Brennan for six months and nobody other than the two principals was amused!

To end the calendar year and our first term all of the children gathered in the gym to see a Walt Disney movie and sing carols.

January 1977 saw Pine Grove hire a new physical education teacher to replace a December resignation. This young graduate would play an important role as he would become the physical education teacher and strike up a close friendship with the physical education teacher of Michael J. Brennan.

The two librarians were working well together, building the library. Here the biggest problem seemed to be flexibility and communication, as the librarian from Pine Grove had responsibilities at another school every other day.

The Ministry of Education began its evaluation of the "Pine Grove/ Michael J. Brennan Shared Facilities" early in January. This evaluation involved the two staffs, principals, students and communities. Its main findings were:

> The community strongly supports the concept of a shared-facility. While the school staffs share this feeling, it is the two principals who have made the most vigorous attempts to bring it to fruition, through a close working relationship and a high degree of cooperation and leadership. Teacher and pupil contact between the two schools and use of the gym has worked out reasonably well, whereas the library situation has produced some discomfort on occasion. It is felt that this evaluation was premature.

During the cold months of January and February both schools came together for a community skating party, winter carnival and folk dancing.

The playground committee continued planning and preparing for the playground which by now was going to cost about $1,000.00. Both Parent Associations saw the need for a liaison member who would sit on both committees. Another problem arising was that both schools needed funds and the same community was being hit to support both schools. To rectify this we had to coordinate all fund raising and other events affecting our one large community.

Before the March break the students in grades 4, 5 and 6 were organized into an elective program. This program consisted of 18 various clubs - sewing, ping pong, chess, guitar, macrame, advanced math and so forth. The students were mixed together and parents from both schools were called in to lead the groups. Some of the groups went out of the schools to various homes.

The spring saw the snow go and the mud of a new yard appear. We organized the entire school into one large Arbour Week, planting trees and shrubs and cleaning the yard. The trees and shrubs were planted and dedicated, and to this day we don't know who paid the bill! The strange part is that the tree Pine Grove dedicated to Michael J. Brennan School lost its vigor while the rest of the trees are quite healthy.

Pine Grove had been at a camp their first year and we decided to combine the students in grades 5 and 6 from both schools and go to a camp together. Our first meeting involving parents from both schools was organized and held in April. The parents were in favour and plans were underway for camp.

The two parent groups planning all along for the playground saw the need for a large fund-raiser to complete the necessary $1,200.00 needed for the playground. The children from both schools spent April taking orders in the community for geraniums. Meanwhile final plans were being made to erect the playground on May 7, the same day people were to pick up their flowers. The sight on May 7 at 6:00 a.m. was something to be remembered. We had about 30 men from both schools ready to work, 10 women ready to sell geraniums and another 10 women making coffee and sandwiches. By 6:00 p.m. the children were on the equipment, we had enough funds raised to pay the bills and 50 people went home exhausted. The playground was up and located in such a spot that children from Michael J. Brennan had to come over to Pine Grove's side of the playground to use it.

March also saw a new teacher hired at Michael J. Brennan due to increases in enrolment. She was placed in a portable owned by the Public Board, situated nearer to our building than to her own. She was to use this classroom until June. Her children used Pine Grove's washrooms and she of course came to Pine Grove's staff room for recess coffee. Friendships emerged and classes of young children, Catholic and Non-Denominational could be seen together in Pine Grove's open area discussing signs of spring and viewing films.

The children made good use of the playground and students from both schools were found in Pine Grove's hall on their way to the playground. The teachers on duty had to come closer together as most of the students were in one spot - the creative playground. Problems were seen as the odd fight broke out between strangers. Children involved ended up at either office and were dealt with by either principal. Kids were handled by staff from both schools and they knew they were responsible to all teachers and two principals.

Late May saw the parents of Michael J. Brennan organize and hold their first annual spring dance. The parents of both schools were invited and yet it was strictly a Michael J. Brennan event.

On May 29 the schools held their second picnic. This event was a solid success.

June was busy with many popular events being held. The boys and girls in grades 5 and 6 went to camp for a week and thus began our Outdoor Education program.

After camp the teachers from both schools sat and evaluated what had happened. They felt that the kids needed pre-camp readiness activities so that when they went to camp they would already know one another. The plans called for an outing in the winter for one or two days and then two or three days in May at a camp closer to home and less expensive.

As I have said, our sports programs were combined, so in June we held our first combined sports awards assembly. At this assembly bars were given to winning house leagues by teachers from both schools. The school colours for both schools are the same, green and white.

The year ended with the teachers of both schools sitting down to a pot luck luncheon. The principals and staffs evaluated the entire year and planned the next. We knew we had to have:

- communication in the library
- a positive approach to joint ventures
- more staff get-togethers
- more closely aligned Parent Associations
- more control over fund raising in our big community
- more positive press coverage.

September 1977 started with school populations taxing the facilities. Portables were set up both in front of and behind the school. The year began with considerable commotion as movement of kids was difficult.

A 4-room addition was underway for Michael J. Brennan and was to be completed in March of 1978. Until then we had five portables in the front yard to alleviate the crowding in Michael J. Brennan. Pine Grove had three portables in use at the back, with more needed.

I met with John Stunt to re-align the parent groups. This re-alignment appears in Figure I (see p. 87).

Also we agreed not to allow too much fund raising in one year since our students were canvassing the same community. We decided to allow Michael J. Brennan to hold a major fund-raising venture in October, and Pine Grove to hold one in late spring. The funds from both of them would be used independent of the other group and for such things as transportation for trips, awards, special equipment for the school, and social events.

Similarly, we decided to have one joint fund-raising event such as the geranium sale for such cooperative uses as treats for the children on play days and winter carnivals, Christmas movies, Outdoor Education expenses, safety, and playground equipment repair. The money would be used for cooperative projects in the library, on the playground or in the gymnasium. Both parent groups would meet once a term to plan joint ventures.

Our sports program was underway after our September 14th joint staff meeting. Both schools met that day over coffee with teachers volunteering for all sports events.

The list of activities was most impressive. (See p. 24.)

Late that fall a very large cross appeared on the outside wall of the gym beside the name "Michael J. Brennan Separate School". Mr. Stunt tried to find out who put it there. We still do not know from where it appeared.

Many joint ventures were repeated during this school year.

Our Outdoor Education teachers met often and planned our first big outing, which was to take place in February, using the facilities at Brock University.

Our first joint meeting of Parent Association Executives took place

SPORTS EVENTS

MONTH	GRADE	EVENT
September, October	5 & 6	Soccer
	3 & 4	Line Soccer
	1 & 2	Crab Soccer
November, December	5 & 6	Volleyball
	3 & 4	Newcombe
	1 - 6	Hot Wheels
	5 & 6	Ping Pong
January	5 & 6	Cosom Hockey
	5 & 6	Snow Hockey
	3 & 4	Handball
	1 & 2	Folk Dance
February	5 & 6	Handball
	5 & 6	Showdown
	1 - 3	Winter Carnival
	4 - 6	Winter Carnival
	K	Winter Carnival
March, April	5 & 6	Basketball
	5 & 6	Badminton
	3 - 6	Table Hockey
	K - 6	Kite Flying
	K - 6	Hopscotch
May	5 & 6	Racquet Ball
	5 & 6	Frisbee
	4 - 6	25 Kilometer Club
June	1 & 2	T-Ball
	3 & 4	T-Ball
	5 & 6	3 Pitch
	1 - 3	Playday

and our second spring geranium sale was planned. The profits from that were to be used to purchase chairs for the library as well as a large aquarium. The Parent Association from Michael J. Brennan decided to hold a second spring dance as a get-together for the parents of their children.

The Christmas activities combining both schools took place for the second time and the calendar year 1977 finished with a joint staff luncheon.

Early in the new year a young student from Michael J. Brennan was found in the ladies' washroom of Pine Grove brushing his teeth with a most amused kindergarten teacher's tooth brush.

During January 1978 both schools planned a Read-A-Thon for all students in grades 2 - 6 to help raise money for Multiple Sclerosis. We also hoped it would pull kids into the library. The big problem was that the librarian from Michael J. Brennan left early in January and Mr. Stunt had to find a replacement. Just as the two librarians were beginning to work well together, we found ourselves searching for another team.

The Outdoor Education project in February went well despite a terrible snow storm....

The principal of Pine Grove tried to get a snow blower from the Maintenance Department as sidewalks and portable access were problems. He got the snow blower for use at Pine Grove only...

Late February the schools held their first safety patrol party with Moms serving hot dogs and pop to the student patrol members of both schools.

We decided the library could use some plants to make it more comfortable. The plants were ordered and the cost of $125.00 was set. The bill was sent to one of the Boards and must have been paid as we never saw another bill.

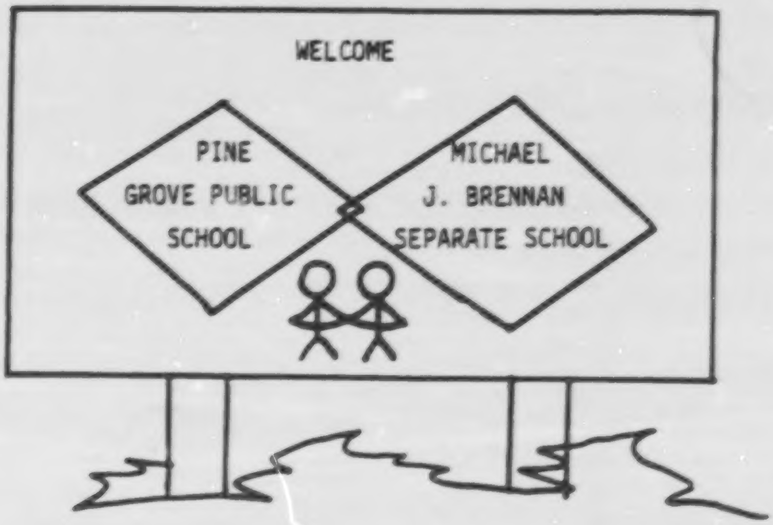
The elective program was organized again with 23 clubs both in the school and in the community...

In March the addition at Michael J. Brennan was completed and all but one of their five portables were emptied. In September Pine Grove began to look into the idea of renting two of their portables. The idea was approved and two portables were to be moved in the summer for Pine Grove's use in September.

As spring approached a Parent Communication Course was set up for parents of both schools. The course took place in the library one evening a week with approximately 35 parents.

In April 1978 the Principals made a presentation to the planning committees of both Boards outlining the successes of the joint venture. We also wanted the Boards to see that the successes were built on a great deal of work by teachers, children and parents.

The librarian issue came out again and we finished the presentation with the unveiling of our sign. The sign was to be our "Year Of The Child" 1979 project.


WELCOME
PINE GROVE PUBLIC SCHOOL
MICHAEL J. BRENNAN SEPARATE SCHOOL

The sign idea went back to both Boards and caused a problem. One Board said "yes" and the other said that there were enough signs at the school.

Michael J. Brennan's spring dance was held with parents from both schools attending...

The May geranium sale was a great success and the library chairs and aquarium were purchased...

We held our Arbour Day program late that spring and all the students were involved in planting trees, shrubs, painting the playground equipment and cleaning the yard.

Camp for our grade 5 and 6 students was planned and the students went during late May. Parents helped cook meals and friendships grew...

The Outdoor Education Program was evaluated and all involved felt we had found the right approach....

The year grew to a close with a cooperative Block Parent Tea, sports awards and play day. The physical education teachers had had a good year and had combined their energy by coaching both track teams together. Both teams competed in their respective field meets and won championships.

The biggest problem still facing us was the library and two librarians. We also felt we should coordinate our two biggest events, so decided that Mr. Unwin would coordinate the Outdoor Education and Mr. Stunt the elective program.

Over the summer the Public School Board erected a 5 ft. chain link fence down the north side of our playground, moved two portables and got everthing ready for a new school year.

During the school year 1978-79 our cooperative ventures were repeated and new ones added.

Late that fall the Separate School Board erected a 3 ft. chain link fence down the north side of the yard. Both fences met; one has little difficulty determing where one property ends and the other begins!

We spent the year raising funds for our $600.00 sign which could not get Board approval. Since parents pursued the issue it was erected in late spring, 1979.

In the spring, 1979, we applied for and received a Government Grant to operate a Community Recreation Program with a neighbouring school and the YMCA. The program involved all children interested in summer activities and was to operate June, July and August.

AREAS OF INDEPENDENCE AND COOPERATION

Pine Grove is a K-6 school with a population of 407 children (June 1980). It is an open-area design with grades 5 and 6 in one pod and grades 1 and 2 in another. The students in grades 3 and 4 are housed in five portables.

Since there are two classes at each grade level, a team-teaching approach is used. To facilitate movement of children across groups, programs are timetabled in blocks. The morning starts with the entire school doing opening exercises, and then announcements are given. Each team then spends approximately one-and-a-half hours doing language arts. Each day French is taught to the grade 5 and 6 students in the open area for twenty minutes. The last hour of the morning is for fitness fever (daily exercise program) and mathematics. Then, all children go home for lunch as the school is in the middle of the community and no child has a great distance to walk.

In the afternoon students have art, music, physical education and social science. Some grades have physical education in the morning due to the rather tight gym timetable.

County curriculum guides are in use in all subject areas. These have been written by teacher committees and reflect the philosophy and skills of The Formative Years. The staff develop their own units of work around these guides.

The school year is divided into three terms: September-December, December-March, March-June. At the end of each term parents are given a formal report showing pupil progess. The year also is divided into cycles, each cycle having six days. These cycles enable staff to timetable all subjects conveniently.

Through large and small group instructional modes, teachers attempt to respond to the learning needs of all students. Not unlike other schools in the board, Pine Grove attempts to provide students with a total learning environment where children live and learn together.

Michael J. Brennan is a Junior Kindergarten - Year 6 school that is primarily designed as an open-area school whose philosophy and organization seek to utilize the advantages of the open-space facilities.

The school has a population of 307 children, occupying nine teaching areas and staffed with a complement of 12 full- or part-time teachers.

The junior kindergarten and kindergarten classes are in self-contained classrooms and one primary class is housed in a portable. The rest of the pupils in grades 1 - 6 occupy six areas in an L-shaped open-area design.

The staff is involved in the organization of classes in the spring prior to the beginning of each new school year in September, and children are grouped according to their achievement level in Language Arts and Mathematics.

The Lincoln County Separate School Board operates under the continuous progress philosophy, and the curriculum in Language Arts and Mathematics is organized along a continuum of skills which represents the core curriculum in these two fundamental areas of the curriculum. The children are grouped for instruction in Lanugage Arts and Mathematics according to their level of achievement on the continuum. This instruction may not necessarily be with the home room teacher and the open-space design facilitates the movement of pupils from one instructional group to another according to the individual needs of the child.

An organization such as this requires the close cooperation and group planning of the teachers involved. The total staff meet regularly to develop overall goals and objectives for the school programs and activities and to develop the criteria for the evaluation of these. In addition, both primary and junior teachers function as separate units for purposes of curriculum planning and implementation, using as the base of their organization the curriculum guides developed by the teachers of the Lincoln County Separate School Board.

The Language Arts and Mathematics programs are blocked in for the morning throughout the entire open area while in the afternoon each teacher carries out a program in the Arts area.

Pupil progress is recorded on a Student Achievement Form Record and formal reports and parent-teacher conferences take place in November.

Pine Grove and Michael J. Brennan staffs cooperate in many areas. For example, in the fall before staff or students arrive the principals draw up cooperative timetables. The gym timetable allows each class approximately two periods of 40 minutes each in six days (a cycle). This, of course, establishes only what the maximum is. The library is timetabled so that each class visits once in six days. The rest of the time is left open. The music room is also timetabled cooperatively with each class having two 30-minute periods in six days.

Certain times of the day are better for music and physical education than others. Most teachers prefer to have these subjects in the latter part of each half-day. This may not be possible for all so the principals flip-flop the timetable each year. In other words, one year the grades 1, 2, and 3 of Pine Grove would have physical education between 9:00 - 10:30 and the grades 1, 2, and 3 of Michael J. Brennan from 10:45 - 11:45. The next year this would switch about.

The principals also draw up the duty timetables for the yard so that one member from each school is always on yard duty.

When staff arrive, one of the first joint meetings is to draw up the sports schedule. This is the complete intramural program for the year for children in grades K-6. All children from both schools are grouped into coloured houses. These houses compete against each other all year.

The teachers volunteer so that at least one staff member from each school looks after each event.

The next area of cooperation is the safety patrol and safety program. One staff member from each school heads up the patrol, with roughly forty children from both schools, grades 5 and 6 serving as safety guards.

In the late fall the complete junior division from both schools meet and draw up the Outdoor Education Program for the year. This is done to get the junior children together to:

1. experience camp and outdoor winter life;
2. make friends from the other school;
3. share a common program with students in the "other" school.

The library is another area of the two schools that has a common program. The librarians (one from each staff) share the library on a morning/afternoon basis. The classes that are scheduled go to whichever librarian is there at the time. All books are marked "Property of Michael J. Brennan/Pine Grove Schools". Teachers use both librarians for valuable input to their units of work, even though they still gravitate to their "own" librarian.

Resources in the library are shared, even though audio-visual equipment is used primarily by the staff of the school owning it. For convenience and to reduce confusion, one school buys the magazines and the other buys all the replacement A.V. bulbs and library software. The pupils from both schools form one librarian-helper club. This club repairs books and puts books on the appropriate shelves.

The books in the library are selected by both librarians. The money is budgeted by both principals (approximately $1,500 in total each year). Teachers from both schools provide input to librarians as to the research areas needing reading resources.

Parents work in the library as volunteers. Their work consists of cataloguing, book repairing, typing and supervising small groups.

The chairs in the library as well as the large aquarium came from the parents of both schools. The two parent groups meet once a term and contribute funds toward the purchase of the library furnishings.

During the winter months sports continue to lead the cooperative venture until February, when both schools assemble and then together raise funds to help defeat M.S. (Multiple Sclerosis).

In February the teachers work together on the Elective Program. This program, as pointed out in the major events chapter, is for the junior division of both schools.

One of the two principals coordinates this while the other coordinates the Outdoor Education Program. Parents from both schools are used as well as staff, and over 100 pupils get involved in five one-hour sessions. These clubs meet in the school, parents' homes and, in 1980, at the local senior citizens' residence.

List of the clubs for 1980, and pupils involved:

Club	No. of Students	Club	No. of Students
Candy Making	6	Backgammon/Other Games	6
Travel Club	10	Knitting	2
Cribbage	10	Journalism	10
Cooking for Boys	10	Paper Mache	12
Chess	12	Disco Dancing	30
First Aid	11	Latch Rug Hooking	6
Cooking	8	Furry Stuffed Animals	8
Billiards	8	Embroidery	4
Quilting/Other Crafts	8	Macrame	8

Throughout the year parents from both schools are in the school working with pupils, on the playground with the students in winter carnivals, play days and field days. They also assemble for picnics, dances, playground repairs and invited speakers.

One of the largest groups of parents working together from both schools is the "Block Parent Program". This program involves approximately fifty parents from both schools displaying a sign in their homes. This sign shows a parent holding a child's hand and is displayed so that if a child needs help on the way to and from school or in the evening he/she can go to one of these homes and receive help.

The final venture in cooperation to date is Arbour Day. As pointed out in the chapter on major events, over 700 children work together for one-quarter day and paint swings and slides, plant flowers and trees, rake leaves, pick up paper, dig gardens and so forth.

The two schools compete against other schools in the board in soccer, volleyball, handball and track and field. The pride in winning for your school is seen here.

Pine Grove school financially supports a swim program for its grade fours, while the other supports the whole school going ice skating. Each school has the same school colours, but of course different crests and team uniforms.

Creative playground enjoyed by pupils of both schools.

Principals meet frequently to plan and co-ordinate shared projects.

Custodians from both schools set up furniture for joint activities.

Parish priests take active part in separate school program.

RESEARCH METHODOLOGY

The research methodology used for this five-year review of the shared-facilities arrangement combines several approaches to data collection:

1. Structured interviews with the two principals (Dr. Cassie, O.I.S.E.).
2. Structured interviews with the two directors of education (Dr. Cassie, O.I.S.E.).
3. Two group interviews with all teachers (principals absented) from individual schools (Dr. Cassie, O.I.S.E.).
4. Student questionnaires administered to students in grades 4, 5, 6 (Mr. Shynal, O.I.S.E.).
5. Questionnaires administered to parents from each school (Mr. Unwin and Mr. Stunt).

Information from the data collection phase of the study appears in two distinct forms in the report: descriptively (1, 2, 3, above), or descriptively and numerically (4 and 5 above).

To provide a suitable context for interpretation of the above data, the study begins with a review of appropriate literature and a discussion of historical and current events. Following these sections, the data and data summaries appear. To further the reader's understanding of these findings, the report concludes with an analysis of major issues and a list of recommendations.

INTERVIEWS WITH PRINCIPALS

INTERVIEW WITH JOHN STUNT - PRINCIPAL OF MICHAEL J. BRENNAN SCHOOL

The following questions and summary responses are selected from a structured interview with Mr. John Stunt. These responses represent only those reactions, ideas and impressions that provide information not covered elsewhere in the report.

1. What considerations should a principal review before making a decision to be principal in a sharing project?

Mr. Stunt's response to this question included the need to explore fully one's feelings about the traditions represented by the other school system. Also, a principal new to the sharing concept should explore the variety of constraints placed on him or her. These include the increased work load, the two parent groups, the media interest in these projects, the need for "constant collaboration with the other principal..." (Speaking from personal experience, Mr. Stunt noted that unlike his counterpart, Mr. Unwin, he has teaching duties that occupy a large percentage of his day. A principal just assuming administrative responsibility in a sharing arrangement should be free from such an additional obligation).

2. What are the ideal characteristics of a teacher suited to a sharing arrangement?

According to Mr. Stunt, all schools need competent, communicative teachers who are professionally dedicated to the growth and development of children. Within the shared-facilities school, however, a teacher also needs tolerance, flexibility, creativity and commitment.

3. What are the unique advantages to student learning provided for through a sharing arrangement?

A shared-facilities arrangement provides above all else "an atmosphere in which children live what they learn.." Tolerance of other religions, traditions and practices becomes a daily experience. Students in Pine Grove notice the variety of Roman Catholic accoutrements in Michael J. Brennan; students in Michael J. Brennan share a playground with students from various religious denominations.

Moreover, theoretically those in a shared-facilities arrangement have more resources from which to draw. These include people resources, such as the expertise of teachers from another school system who frequently provide refreshing perspectives on educational concerns; equipment in playing fields, libraries, audio-visual areas and the like; and a wider range of learning opportunities through joint outdoor education programs, electives and intra-mural sports.

Another very fundamental difference between a sharing arrangement and other schools is that all the students in a community go to the same school. "In effect, Michael J. Brennan and Pine Grove represent a true community school atmosphere."

4. What in your judgment were the dominant contributions to the shared-facilities arrangement provided by the Ministry of Education?

From Mr. Stunt's reactions to this question, it would appear that the branch office of the Ministry of Education provided an initial impetus to the project. Various ministry personnel provided suggestions both for board-level and school-level decisions. Also the ministry conducted an evaluation of the project, thus providing information to school and board-level decision makers.

Mr. Stunt sensed that ministry officials were anxious to assist but were more concerned about interference in the project. Their concern about interference encouraged some staff members to misinterpret their motives, concluding the Ministry personnel lacked interest. This principal felt the ministry officials were responsive to requests for assistance but preferred not to assume a proactive leadership style.

5. What for you personally have been the major irritants in the sharing project?

In focussing on the negative aspects of the project, Mr. Stunt describes the enormous administrative load occasioned by the demand for constant consultation and collaboration with Mr. Unwin, teaching responsibilities, planning with the two parent groups, timetabling and scheduling the "shared" areas... While addressing these negative factors, Mr. Stunt mentioned the fact that his counterpart has no teaching load and is therefore able and willing to give more time to leadership in the project. Not having the same time for administration and leadership provides an unequal backdrop to the project.

Furthermore, the library used by both systems must contain enough learning resources that the unique traditions of each school system are addressed. The shared-facility library should be sufficiently stocked with learning resources that the populations of students in both schools have reasonable access to such resources. Yet Mr. Stunt wishes to underscore the point that learning resources must be provided also which encompass the curricular uniqueness of each school system. In this sense, the library must have more resources than one would expect of a single school from either sytem of education that had a population equal to that of both Michael J. Brennan and Pine Grove.

One concluding irritant experienced by Mr. Stunt was the slanted media coverage. Many reports in the local press created dissention and were divisive, requiring added work from the two principals. Often, just as Mr. Stunt felt the sharing process was a "recognized success" the press would stir controversy that tended to misinform the two parent groups.

6. If you were asked to talk to each of the following agents about what might be done to facilitate the sharing process, what would you say to each?

Ministry of Education - the Ministry could play an important role in helping boards understand precedents for sharing projects and the preconditions likely to optimize a board's movement in this direction.

Board of Education - each board must demonstrate willingness to support the project to the same extent as the counterpart board. This means the provision of learning resources, secretarial time and principal's time.

Staff - staff need to have opportunities to socialize, to get to know staff members from the other school on more than a professional basis.

Parents-Community - parents and community members should be aware of the opportunity they have for involvement in a true community school. At present, parental and community support is growing in this direction.

Principals - a principal in a shared-facilities arrangement must recognize the philosophical, historical, managerial and religious ideologies of each educational system.

Students - all students need to demonstrate a desire to make a fundamental, grass-roots contribution to the sharing project. This means growing in tolerance and understanding of other students and respecting all staff members.

7. In your judgment, has the sharing project been a success worthy of continuation and replication?

"The shared-facilities project has proven to be a successful and exciting innovation in modern education... the experiment is field-tested and it works... I fully expect that Al Unwin and I will encourage other boards to consider shared-facilities arrangements where conditions warrant it.

INTERVIEW WITH AL UNWIN - PRINCIPAL OF PINE GROVE SCHOOL

The following questions and responses were selected from a structured interview with Mr. Unwin, principal of Pine Grove School. As in the report on the interview with Mr. Unwin's counterpart, Mr. Stunt, only a few of the significant responses were selected for reproduction in this study.

1. What in your judgement would assist the Ministry of Education in its contribution to shared-facilities arrangements?

According to Mr. Unwin, the Educational Act could be much more explicit regarding the shared-facilities arrangement. At present there appears to be no "legal" provision for the joint occupancy of schools, resulting in unnecessary entanglements. Related to the legal prerequisites is the leadership issue. If the Ministry of Education could work from an explicit position fully spelled out in the Education Act, it could provide added impetus and leadership for sharing. At present, Mr. Unwin feels that such leadership is more reactive in style and as a result less helpful than it could be.

Additionally, the Ministry of Education should more fully appreciate the potential political difficulties associated with the Catholic/Non-Denominational issue as reflected by trustee-level concern. Many difficulties to be dealt with in sharing arrangements stem from deep-rooted concerns among trustees regarding spiritual matters. This principal would welcome a demonstrated awareness on the part of the Ministry of Education that it is aware of this issue and willing to assist boards to deal with it.

Finally, the Ministry of Education must fully appreciate the financial constraints placed on schools involved in a sharing project. The ministry must realize the need for extra texts in the shared library (to complement the different curricula of two systems) and must know the use of school buildings after hours is essentially doubled given that there are two distinct community groups availing themselves of the facilities. The ministry should make a special effort to provide for unique needs of those in sharing arrangements.

2. What in your judgment would enable your board to maximize its positive contribution to the sharing arrangement?

Mr. Unwin was quick to state that the dominantly positive attitude of both boards has already contributed immeasurably to the project. There are several areas, however, where the board could renew its thinking about sharing. For example, the policy manuals of the two boards place certain constraints on sharing. More specifically, the two boards have different rules and regulations with regard to community use of schools. This difference in policy could contribute to confusion and decreased sharing if the two principals did not intervene in the application of the regulations.

Another consideration is the extent to which each board will provide for the budgetary considerations of their respective schools. A sharing arrangement brings into sharp relief any anomalies or differences in funding. Without excellent communication and tolerance of evident differences in financial support to their respective schools, principals and staffs could ascribe the "poor cousin" mentality to those in the "other" school.

The remainder of Mr. Unwin's suggestions about board-level contribution to the project appear elsewhere in this report under "Issues" and "Recommendations."

3. What would enable your staff to make a greater contribution to the sharing arrangement?

The staff in Mr. Unwin's school would benefit from an increased awareness of the level of compromise needed in the joint decision making of the principals of Michael J. Brennan and Pine Grove Schools. Staff sometimes appear to want unilateral decision-making and immediate action when consultation with Mr. Unwin's colleague in the other school is the more judicious approach to follow. A related need is for the staff to develop understanding and tolerance of the unique differences of the separate school system in the province of Ontario. At present, staff appear to have learned a considerable amount about the other school in the sharing arrangement. In the judgment of Mr. Unwin, new staff members need the same level of understanding and tolerance to enable them to be full participant partners in the project.

4. What were your expectations of the sharing arrangement prior to your assignment as principal of Pine Grove School?

Initially Mr. Unwin was enthusiastic and positive. In his own words, "I expected the arrangement would be a success." Also, the enthusiasm was tempered with apprehension about how the two groups of parents would work together, how the two boards would compromise and work together, what the "other" principal would be like, how much sharing would be sensible and possible, and so forth. These perceptions combine to create an approach-avoidance scenario with the desire to proceed outweighing a fear of failure.

5. If you were re-negotiating some of the first decisions you made as principal of the shared-facilities arrangement, what changes would occur?

There are many things that Mr. Unwin would do differently. He would spend more time early in the experiment ensuring that the two parent groups were well aligned and supportive of the project. Many differences of opinion that are a natural outgrowth of the shared arrangement could have been pre-empted had the groups of parents met early and often.

Secondly, this principal wishes he had been more actively involved in the planning of the physical plant. In this it was felt that the buildings could have been better planned had the principals and staff members used opportunities available to advise the board of required modifications.

One obvious change in the physical plant would be the relocating of staff rooms. At present, the two staff rooms are located in the middle sections of the respective schools. This principal believes that staff level discussion would occur with increased convenience and frequency if the staff rooms were separate but adjoining. The preferred location for staff rooms, then, would be at or near the dividing line between the two schools. This would facilitate extemporaneous interaction and eliminate the possibility that some staff would become isolated from colleagues in the counterpart school.

Finally, Mr. Unwin would go to trustees with fewer concerns than he did originally. In the beginning of the project, assistance was often sought from trustees; experience has demonstrated, however, that many of the requests made of trustees can be worked out at the school level. According to the principal, "I recognized that I was seeking assistance for matters that are clearly my responsibility at the school level. My intention was to proceed gingerly, thus keeping everyone informed and avoiding unnecessary mistakes." The fortuitous advantage to Mr. Unwin's decision to consult trustees only on matters of joint responsibility is that there have been fewer opportunities for inopportune or disquieting press reports.

6. What in your judgment are the major limitations of a sharing arrangement?

There are several limiting factors but "the collection of these limitations is definitely off-set by the positives." To begin, there is an enormous amount of work for the principal and vice-principal. This involves the extra levels of consultation, the need to account to two "publics" and the high level of board-public scrutiny under which the principal must manage the school.

Secondly, in a shared-facilities school a principal cannot be as spontaneous. Should Mr. Unwin wish to hold a special event, he could not do so without first consulting with the other principal to determine the scheduled use of the gymnasium and so forth. In many major and minor instances, this inability to make a quick decision for staff or students in Pine Grove can detract from the spontaneity in the planning process.

In addition, Mr. Unwin views his style of discipline as no more acceptable than that of Mr. Stunt but certainly different. Over the years, Mr. Unwin and Mr. Stunt have "had to work out a reasonable compromise on this important matter." This compromise has meant many very personal encounters between the two principals during which each has come to terms with the wide range of alternative strategies for engaging student misbehaviour.

INTERVIEWS WITH DIRECTORS OF EDUCATION

Mr. Jim Skehin, Director of Education for the Lincoln County Roman Catholic Separate School Board, and Mr. Ross Lawless, Director of Education for the Lincoln County Public School Board, were interviewed to determine their thoughts about and reactions to the sharing agreement. Since the responses of both directors were very positive and similar, their thoughts and reactions are described below, in the structured interview format:

1. In general, what are your personal feelings about the shared-facilities agreement?

Both directors saw the sharing arrangement as a solid success. The criteria for success included, for both directors, the quality of education received by students in their respective boards who were in the shared-facilities arrangement. It was felt that students in attendance at Michael J. Brennan and Pine Grove Schools were receiving quality education consistent with what they would receive at schools located elsewhere throughout the area serviced by their board.

From this question, the interviewer deduced that both directors have as their primary focus the growth and development of the student.

2. Describe your introduction to the shared-facilities concept.

It should be noted here that Mr. Skehin was Director of Education when the project began; Mr. Lawless was not Director when the experiment began (Mr. Roger Allan was the Director). Nevertheless, as Superintendent of Curriculum, Mr. Lawless was intimately acquainted with all facets of the sharing arrangement and subsequent to his having been named Director of Education, he played an even greater role.

Mr. Allan and Mr. Skehin had both heard about the Nakina Experiment in Northern Ontario. Also, each director had information about the discussions between Metropolitan Toronto Separate and Public School Boards of Education. Having reviewed the local situation and the unique needs faced by Lincoln Public and Separate School Boards of Education, the two directors accepted the feasibility of the concept but found it necessary to discard many of the irrelevant details of sharing arrangements elsewhere.

3. What is your perception of the level of support attributed to the Michael J. Brennan and Pine Grove project?

Both directors are intimately involved with students, staff, administrators, parents, community groups, trustees and other people who have responses to the sharing arrangement. The dominant feeling is that the much publicized arrangement is now generally accepted with particularly high levels of support from staff, administrators, parents, and students. These perceptions were drawn from the directors' firsthand involvement with the above parties and from their on-going dialogue with superintendents responsible for the school areas in which the sharing arrangement operates.

4. Why has your board not embarked upon more sharing arrangements with your neighbour board?

Responses to this question quickly suggested that the question "leads the witness." The fact is that Michael J. Brennan and Pine Grove represent the only shared-facility arrangement between the boards but the boards have a long history of dialogue and sharing in other areas. In the past, they had a shared courier service; they now have a joint film library and typically have members from their counterpart board for most major curriculum development projects. Indeed, the sharing concept is not new in Lincoln County.

However, with regard to the level of sharing introduced at Michael J. Brennan and Pine Grove, both directors are quick to suggest should circumstances similar to those occasioning the arrangement occur again, their boards would take a positive attitude toward another shared arrangement. Nevertheless, neither director believes that sharing arrangements are always the answer. Rather, sharing is worthy of consideration when it results in better quality education for students than could be expected should either board have faced alone the financial constraints on the building of schools.

Also, declining enrollment and a relatively stable population base in the city of St. Catharines have made the need for sharing arrangements less likely. Were either board to face a rapidly increasing population of students, there would be greater need for dialogue concerning either the transfer of buildings from one board to another or sharing arrangements.

5. Why has the shared-facilities arrangement been successful?

Each director suggests that the sharing arrangement works well because many essential preconsiderations were successfully engaged. Three dominating preconditions for success were stressed by both directors, namely: a history of inter-board and intra-board communication; a new facility designed from the ground up for joint occupancy; and, the selection of a team of principals who believe in the shared-facilities concept and are willing to cooperate.

6. What are the major advantages of the shared-facilities arrangement at Pine Grove and Michael J. Brennan?

The two directors tend to divide the advantages of the shared-facilities arrangement into different "kinds" of advantages. The advantages cited in response to the above question include curricular, financial, professional and research.

In terms of the curricular advantages, the directors are looking at the total educational environment within which the child's learning takes place. In the shared-facilities arrangement, students have opportunities to share the ideological differences of another school system. The opportunity to learn in an environment where the significant others (principals and staff) model acceptance of traditions in another system; to play alongside students from the other school system; and to have parents sharing social events with parents from the other system appear to inculcate a degree of tolerance not as evident elsewhere in other schools.

In another sense, the joint occupancy of the school provides opportunities for cross-grade sharing. Unlike similar instances of cross-grade sharing in the regular school, this sharing results in teachers having the added advantage of an ideas or resources exhange with someone from another system of education.

The financial advantages are particularly appealing since on its own, neither school would have a large enough student enrollment to have warranted a large library, a music room, or a gymnasium. Similarly, the sharing of playing fields and parking space reduces the real estate outlay either board would have had to accommodate. As one director stated, "the sharing arrangement allows the two schools to have good facilities at a time when restraint would have made it more difficult."

The so-called "professional" advantages relate to natural growth in understanding that has occurred between staff members, board-level officials and trustees from both systems. Through both the desire and the need to work together, agents involved in the sharing process have developed a level of professional commitment to the project and to sharing and communicating with one another. For individual staff members within the two schools, there has developed a desire to be professionally responsible to two populations of students and parents.

Research advantages, clearly a fortuitous and secondary gain accruing from the project, enable the two boards of education to rewrite a chapter in the book of sharing arrangements. The history of news articles in the Toronto newspapers would indicate sharing arrangements cannot succeed; Barone's thesis (1977) concludes with considerable caution; most joint occupancy experiments elsewhere have failed or appear to be on shaky ground. The St. Catharines experience appears to be a documented success. The challenge both in St. Catharines and elsewhere is to replicate this success story where conditions warrant experimentation in sharing of facilities.

7. What are the major disadvantages of the shared-facilities arrangement?

Disadvantages to the shared-facilities arrangement include the risk of failure, the high-profile in the local press, the need within the schools for an extra level of consultation in the decision-making process and timetabling or scheduling of common areas.

Risk of failure emerged as a potential disadvantage that did not in fact materialize. Yet, for both boards which had achieved over the years a history of excellent inter- and intra-board support, a failure in this project could have meant an unfortunate rift in the communications and public relations process. According to the directors, the level of risk was largely dissipated by the nature of the legal agreement which provides for dissolution of the project. Furthermore, the attitude of positive expectation matched with consultative action helped to ensure success.

Related to the risk involved was the anticipated interest taken in the project covered by the press. As Appendix 10 clearly indicates, both boards were held in scrutiny by the local press, which appeared to seize every opportunity to support, challenge and cajole the decision makers. Such media support could result in a board's or a public's preoccupation with one important educational matter to the exclusion or detriment of other projects equally as worthy of the visibility.

Also, the required "extra level of consultation" should not be overlooked. Once the two boards embarked upon the sharing arrangement, each had to consult with the other before introducing unilateral policies. Within the individual schools, should one principal wish to institute a code of behaviour for the school yard, obviously the other principal must be consulted. Thus, unlike the traditional school context, those involved in a shared-facilities project must include an extra level of consultation to ensure their decisions interface with those of their counterparts.

Not unlike the preceding concern regarding consultation, timetabling in a shared-facilities arrangement also requires an additional level of patience and communication. One physical education teacher cannot monopolize the gymnasium. Both principals need to discuss the timing of the bells, and so forth. The instances in which space or resources are to be shared required careful timetabling to avoid unnecessary overlap in events.

In having identified the preceding disadvantages, the two directors appear to be saying that cooperative action has limited these potential disadvantages. Without due consideration, each disadvantage could grow to a point where it would jeopardize the success of the project.

INTERVIEWS WITH TEACHERS

Teachers in Michael J. Brennan and Pine Grove were interviewed as a group. The Structured Interview Guide for "Staff Interview" which appeared in the Ministry of Education report (1977), and is reproduced as Appendix 6, was used. On the suggestion of both Mr. Stunt and Mr. Unwin, neither principal was present for the lengthy staff interview sessions.

MICHAEL J. BRENNAN: SUMMARY OBSERVATIONS

Financing

The general perception was that the library was somewhat under budget in the area of books for the Primary Division. Program materials, the gym budget and general adequacy of available texts seemed acceptable to staff members. All staff members agreed that their students' education was financed as equitably as the education of students in the "regular" school setting.

Inter-School Relationships

Approximately one-third of the Michael J. Brennan Staff are satisfied with the current level and frequency of inter-staff involvement. The remainder appear to want more frequent social interaction. All staff feel uninhibited in their use of shared facilities. In addition, none hesitates to enter the Pine Grove school areas even though time restraints place limits on the extent to which such informal or formal "visits" occur.

Some teachers make frequent use of the opportunity to plan programs with their counterparts in Pine Grove. This joint planning occurs most in the Physical Education and Outdoor Education areas where there is considerable sharing.

Secondly, several primary teachers routinely share ideas for art, classroom routines and unit development. Shared planning appears to happen when there is a need and a desire to work cooperatively with the Pine Grove Staff.

Community

All staff perceive strong community support for their roles and the shared-facilities arrangement. The community is viewed as responsive to opportunities to use the school facilities.

Using Shared Facilities

All staff are "comfortable" regarding their lack of hesitation in making full use of the shared facilities, namely gymnasium and library. In addition, the audio-visual equipment is made available to staff in both schools.

As stated above under "Inter-Staff Relationships", all staff participate in the "sharing" aspect of the arrangement with certain staff members either needing to (for curricular reasons) or desiring to become more actively involved.

Inter-School Program

Within the general conclusion that both staffs work well together in areas of joint programming, outdoor education, school picnics, camping trips and inter-school athletic programs appear to account for essentially all the programmed sharing. Teachers state that the sharing is a natural outgrowth of their shared-facilities arrangement. In the words of one teacher "we've graduated from Tokenism...but we could still do more sharing." Others appeared to support this point of view.

Personal Opinion

All staff felt that the Teachers' Federations and the Ministry of Education played either no role in the project or remained completely "behind the scences."

When asked how the federations could facilitate or encourage sharing, the staff reported they could participate through visitation to the school, campaigning for sharing and the provision of financial support.

Several staff felt the perceived lack of ministry support or involvement resulted from the closing of the local ministry office. To challenge this comment, two staff suggested by name a ministry of education officer who had indeed supported staff in deliberations concerning the "community school" role.

PINE GROVE: SUMMARY OBSERVATIONS

Financing

All staff appear to be satisfied with the funds made available for texts, equipment and other resources. In two areas in particular, staff would like an increase in budget. The library is perceived to be understocked with books and there is a need for replacement and repair of some physical education equipment.

Inter-Staff Relationships

Staff are strong in their support for sharing, with more than two-thirds eager to find opportunities to develop further their inter-staff relationships. Discipline emerged as an area in which new staff at first hesitated to discipline students from the other school but quickly became comfortable in doing so. The high level of inter-principal communication was cited as a critical factor here.

The desire for two staff rooms close together was suggested to maintain the Pine Grove identity and at the same time provide for Pine Grove - Michael J. Brennan interaction at the classroom teacher level. When asked are they happy with inter-staff relations, all agreed they were; when asked if staff should meet socially and/or professionally on a more frequent basis, about two-thirds wanted more social contact with about one-third feeling a need for more professional interaction.

Community

Two areas of community response to the shared facilities arrangement were acknowledged, namely community use of schools and the Parent-Teachers'

Association. In these two areas, all staff felt they had a high level of positive response. The community is looked upon as an important "partner" in the arrangement.

Using Shared Facilities

Staff members at Pine Grove make full use of the shared facilities including the library, gymnasium and audio-visual equipment. Staff feel comfortable about sharing these facilities.

Several staff members noted that teachers who are teaching in classrooms physically most distant from the other school may tend to interact less frequently with staff from Michael J. Brennan. Another factor is time; most staff are so heavily involved in their daily teaching that they have very little time for informal or incidental sharing with the other staff. Likely this fact is a primary consideration in the desire of both staffs to augment opportunities for social interaction.

Inter-School Program

The inter-school programs are looked upon by staff as very successful. The intramural sports program and the shared parents' night, fully discussed elsewhere in this report, are considered by staff to be examples of sharing at its best! One negative element, however, is that use of the gymnasium and library must be accurately timetabled and finely synchronized. If one group is slow in vacating the facility, another group is unfortunately inconvenienced. In a regular school setting, time scheduling would seldom be so precise.

Personal Opinion

The Teachers' Federations are viewed to be either uncommited to sharing or reluctant to get involved. Staff perceive essentially no involvement by the federations in the sharing arrangement.

Secondly sharing is seen by staff as offering students everything they would get in a regular school plus the unique benefits of the shared-facilities environment. Most staff prefer sharing facilities and suggest that there should be more schools involved in such educational experiments.

In addition, all staff are supportive of the leadership shown by the principal. The principal's role is perceived to be essential to the success of the project; he is the mediary between staff and board, staff and community. There is a high level of satisfaction with the consistency in decision-making between the two principals.

PARENT QUESTIONNAIRE DATA AND SUMMARY

One hundred parents from each school received a copy of the Parent Questionnaire (Appendix 7). The rate of return on these questionnaires (81.5%) reflects the high level of parent interest in this research study. Since questionnaires were delivered to parents by students and were to be returned to the school principal by students, there is reason to believe that some questionnaires were never received by parents or were filled out but not returned by students.

Following are the individual items that appeared in the Parent Questionnaire and response percentages for parents from the two schools.

1. The teaching staff carefully considers community reactions before making decisions.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	76.74%	4.65%	12.79%	5.81%
PINE GROVE n = 77	53.25%	3.90%	40.[illegible]%	2.60%

2. The school complex has received generally favourable publicity.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n - 86	96.51%	0	2.33%	1.16%
PINE GROVE n = 77	93.51%	1.30%	5.19%	0

3. The sharing of facilities by the Lincoln Board of Education and the Lincoln County Roman Catholic Separate School Board represents a wise investment of the tax dollar.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	96.51%	1.16%	2.33%	0
PINE GROVE n = 77	89.61%	2.60%	6.49%	1.30%

4. Relations between members of the community who support the two boards are excellent.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	87.21%	2.33%	9.30%	1.16%
PINE GROVE n = 77	75.32%	0	23.38%	1.30%

5. Each teaching staff is able to maintain the philosophies appropriate to the school board which has jurisdiction over it.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	81.40%	0	16.28%	2.33%
PINE GROVE n = 77	76.62%	0	23.38%	0

6. The local community in general supports the idea of a shared-facility.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	91.86%	0	5.81%	2.33%
PINE GROVE n = 77	77.92%	2.60%	19.48%	0

7. Parents' comments concerning the school complex are generally favourable.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	95.35%	0	4.65%	0
PINE GROVE n = 77	89.61%	1.30%	7.79%	1.30%

8. The shared-facility is a source of pride in the community.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	91.86%	1.16%	5.81%	1.16%
PINE GROVE n = 77	72.73%	1.30%	23.38%	2.60%

9. The community helps the school to achieve its goals.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	83.72%	2.33%	12.79%	1.16%
PINE GROVE n = 77	89.61%	0	10.39%	0

10. The staff of the school your child attends has informed the community of what it wishes to accomplish.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	84.88%	1.16%	13.95%	0
PINE GROVE n = 77	84.42%	3.90%	11.69%	0

11. The staff of the school your child attends is doing a good job in educating the students.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	90.70%	2.33%	5.81%	1.16%
PINE GROVE n = 77	89.61%	0	10.39%	0

12. Sharing a gym does not hinder the programs of the schools.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	93.02%	1.16%	5.81%	0
PINE GROVE n = 77	89.61%	6.49%	3.90%	0

13. Sharing a library does not hinder the programs of the schools.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	96.51%	0	3.49%	0
PINE GROVE n = 77	94.81%	3.89%	1.30%	0

14. Each school should continue to have its own librarian.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	58.14%	12.79%	27.91%	1.16%
PINE GROVE n = 77	50.64%	25.97%	23.38%	0

15. A Parent-Teacher Organization helps to maintain good community relations.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	96.51%	1.16%	2.33%	0
PINE GROVE n = 77	81.82%	0	11.69%	6.49%

16. Children attending schools in the complex are generally happy.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	96.51%	0	1.16%	2.33%
PINE GROVE n = 77	93.51%	0	6.49%	0

17. The two school boards have done a reasonable job in sharing costs.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	80.23%	0	18.60%	1.16%
PINE GROVE n = 77	53.25%	0	38.96%	7.79%

18. The teachers seem to support the concept of a shared-facility.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	89.53%	0	5.81%	4.65%
PINE GROVE n = 77	63.64%	0	32.47%	3.90%

19. The staffs do a good job in maintaining the individuality of the two schools, where desirable.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	91.86%	0	5.81%	2.33%
PINE GROVE n = 77	77.92%	10.39%	10.66%	0

20. Children who would normally attend different schools are better able to maintain friendships by attending school in a shared-facility.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	77.91%	5.81%	13.95%	2.33%
PINE GROVE n = 77	77.92%	10.39%	11.69%	0

21. A shared-facility promotes better understanding between children who have different faiths.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	87.21%	4.65%	5.81%	2.33%
PINE GROVE n = 77	76.62%	7.79%	15.58%	0

22. The principals and staffs promote community use of the school facilities.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	90.70%	0	9.30%	0
PINE GROVE n = 77	87.01%	1.30%	10.39%	1.30%

23. The school your child attends seems to have adequate supplies, materials and equipment.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	88.37%	3.49%	6.98%	1.16%
PINE GROVE n = 77	88.31%	2.60%	9.09%	0

24. Different groups in the community have reasonable access to the use of the school facilities after hours.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	80.23%	1.16%	17.44%	1.16%
PINE GROVE n = 77	76.62%	1.30%	19.48%	2.60%

25. Members of the community feel better now about the sharing of facilities than they first did.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	68.60%	1.16%	29.07%	1.16%
PINE GROVE n = 77	45.45%	2.60%	36.36%	15.58%

26. Members of the community would support more ventures like this in other schools.

	AGREE	DISAGREE	UNDECIDED	NO RESPONSE
M. J. BRENNAN n = 86	87.21%	0	10.47%	2.33%
PINE GROBE n = 77	76.62%	1.30%	19.48%	2.60%

Observation of the responses to the questionnaire demonstrates that with one notable exception a high percentage of parents are in strong agreement with the shared-facilities arrangement. Item 14, regarding each school continuing to have its own librarian, caused some indecision among respondents. One in eight separate school parents disagrees with this practice; one in four public school supporters registers similar concern.

Yet, the number of "undecided" parents suggests that this item was difficult to understand. Are parents aware that each school system has its own librarian? Does the idea of having your own librarian hint at a lack of sharing between the two schools? Does the item sound like a plea for increased tax dollars to support a new educational initiative? None of these questions can be answered; however, the questionnaire item does elicit agreement, disagreement and indecision from parents of both separate and public boards.

Another anomoly, albeit among already high levels of agreement, is the fact that parents of students in the separate school are typically more supportive of the shared-facilities project. The range of difference, however, is very narrow. Similarly, for most separate school parents, there are lower percentages in the "Undecided" column.

Disagreement data are particularly interesting. Presumably many parents would have insufficient information to respond to selected items and thus would answer "Undecided" or give "No Response". Disagreement, on the other hand, represents a belief that the intention of the item has not been realized. For example approximately one in ten public school parents feels that staff do a poor job of maintaining the individuality of the two schools; that children are not able to maintain friendships because they attend school in a shared-facility; and a shared-facility does not promote better understanding among children who have different faiths.

Elsewhere in the parent questionnaires, the majority of parents register strong support for the sharing of facilities.

WRITTEN COMMENTS FROM PARENT QUESTIONNAIRES

(Michael J. Brennan and Pine Grove)

Along with a request to respond to specific questions, the questionnaire solicited additional comments from parents. The variety of comments appearing on the questionnaires reflect a high level of interest in and general support for the shared-facilities arrangement. Several parents used the "comment" section to explain why they chose not to answer certain questions. Still others made comments about the more minor concerns they have about education in general. Only a few parents registered negative sentiments and these appear dispersed among the following statements.

Since there were instances in which several parents gave similar comments, an attempt was made to list only the catalogue of different comments. Furthermore, to control for loss of information through use of a category system for analysis of parent comments, comments appear both uncategorized and unedited.

- I find this school very good for my children. The staff is also very good.

- We are relatively new to the school, but so far are favourably impressed with the shared concept. The only negative aspect I can see is the playground. It does not seem to be shared on an equal basis. However, this is only one slight incident and I have not fully inquired as to the exact arrangements.

- Michael J. Brennan and staff are held in my highest regard for the wonderful work that they are doing. I would like to see them have more space though, instead of portable classrooms, they are very hot and therefore unhealthy for the occupants.

- We are in favour of the "Project".

- I find that the staff of M. J. Brennan are excellent!

- As a parent who is on the Michael J. Brennan Parent Organization and seeing first hand what the joint venture is about, I feel that more schools should have shared facilities and activities. A better understanding and also a saving of the tax dollar.

- The concept of shared school is an excellent idea from both a moral and financial point of view.

- I cannot say enough good on this shared-facilities. I think as far as I can tell as a parent it has done more good than expected. My children are very happy with their school and their systems. I think shared-facilities is better for children, "Sharing cannot hurt anyone."

- Keep up the good work.

- I feel the schools are very well organized and the teachers are very patient with the students.

- The two principals play an extremely important role in such a situation. One would have to make sure that the proper personnel are employed to staff the two schools.

- I think that the principals and teaching staffs play an extremely important role in the running of programs in such an arrangement. The cooperation in these two schools is excellent because the two administrators are excellent.

- I see the librarian's job as one full time position. It seems to make little difference if that position is filled with one person full-time or two part-time.

  I think it's extremely unfortunate that separate and public boards could not consolidate completely. One distressing matter in the shared-facilities concept is that the public school children benefit from a healthier student/teacher ratio and more special services. To be perfectly honest (even if anonymous), I would quickly switch my support from separate to public if any of my children were to have noticeable learning difficulties.

  I should add that I am very pleased with the teaching staff at Michael J. Brennan but I feel their task is frequently overwhelming due to the numbers of children in their classes, specifically at the primary level.

- I am very proud what our school has accomplished in the last five years.

- Having been raised and educated in a community (country) where strict segregation of (educational) facilities into catholic and non-catholic is the norm, I find the concept of sharing as exemplified by M.J. Brennan/Pine Grove, to be a practical demonstration of ecumenism. I hope this is a start to a more widespread use.

- Since I grew up with separate school children going to one school and public school children going to another and never playing with each other, I really do approve of the shared-facilities.

- I agree with some of these questions totally. Others I cannot pass fair judgment on. Yet there are some you would have to be a mind reader to acquire an answer. Basically it is a nice feeling to know there are people concerned about our school systems. I would like to express my feelings about one thing. I wish the people responsible for putting the playground next to my backyard had to spend the summer here and listen to the noise, not to mention the abusive language. I tried contacting proper authorities at the school board with no success. I think a little more planning could have gone into the matter.

- We have enjoyed our association with Michael J. Brennan and hope to continue to do so as children move forward in their education.

- Having had other children of my family go through the unshared schools, I am very happy with this new project.

- Question 11: Believe staff functions competent in instruction; have some reservations about program of instruction - not the ability of teachers to present it.

- I don't know whether one gym meets the needs of both schools. I put undecided on #17 because I really don't know. Also put undecided on #25 because we just moved here 2½ years ago. I feel the children absolutely benefit from this system. There cannot be any school rivalry.

- The questions left unanswered are those which we felt could not be answered "agree, disagree or undecided." We had no basis on which to express an opinion or to be undecided. We would like to say that we feel that the shared-facility concept is a good idea and has, in our opinion, worked very well.

- We definitely think that the schools being together helps to promote a better understanding of cooperation and respect for our children.

- Is the time and effort involved in this questionnaire justified? Public reaction and feelings are quite self-evident.

- I would like all schools if possible be able to share as we are doing. This takes away the invisible line that sometimes separate schools of different faiths and in today's world totally unnecessary. It is also more economical.

- The shared-facility is the most sensible idea yet for financial and social benefits to the boards and community involved. I do have one suggestion which pertains to Pine Grove, however, and which is not mentioned in any of your statements. Your school is very physical education oriented, which is fine and reflects the background of the principal. I would, however, like to see the same interest generated towards the creative, artistic aspects of the curriculum. Music, theatre, perhaps film or videotape. I have attended two of your Christmas concerts and was quite frankly unimpressed. I wonder at times if the very fact that the school is open concept forces you to be that much more rigid in your discipline than you otherwise might be. I mean, how can you have one Grade 5 group rehearsing a play while the other class is doing spelling dictation in the same room? My own daughter needs that sort of thing, and I suspect that there are a great many other students whose needs are not entirely met by the basics plus physical education. I realize that the school is young, and that it takes years to obtain the "perfect" balance of staff who will reach all of the children. But I sincerely hope that the future staff selections, and perhaps a slight change in philosophy will strengthen our school in the one area where it happens to be weak.

- I feel more time should be spent on Reading, Spelling, Grammar and Arithmetic in Grades 1 and 2. Films and colouring seem to take up many hours in a week. I also feel that French should be a compulsory subject from Grade 1 upwards.

- Some children feel the gym gets a bit crowded with the two groups.

  Portables are not big enough to accommodate 27-30 students. Students should have more space to do their work. Also 27-30 students per teacher is a big ratio. Some classrooms have inadequate equipment e.g., student desks and no interest taken to replace them until parents request it.

- My children enjoy the shared-facility experience.

- While in general agreement with most of the statements, I still feel that religion and education should not be mixed. The school (all schools) should be non-denominational. Discrimination and prejudice start with segregation.

- I have never heard anyone complain about the running of Pine Grove or Michael J. Brennan schools and if there are any, they should be few.

- The shared concept should eliminate the bias that was prevalent during my public school years between the two faiths. We need more of these schools.

- To answer questions #11, 17 and 23, one would have to have more inside knowledge of the overall standards and workings of the board's approach as the answers must be based on comparisons.

- I think all schools should run this way. It would save a lot of tax dollars.

- We feel that the library staff should be continued and both boards contribute to the cause.

- I believe that the concept of shared-facilities is going only half-way to correcting the problem. My belief is that there should be but one school system with religion being an extra-curricular activity. As it is with all other religions. This I believe would solve the concerns of the children's relationships as well as being less expensive to operate.

- Keep up the good work! I think the Province of Ontario should use this complex as a model for other communities.

- I totally support the shared-facility and feel it is very beneficial for the students.

- I feel it is a real step forward joining the public and separate schools. Coming from a country with a lot of religious problems, I think the use of a combined teaching facility will make our children less aware of harmful religious differences.

- The only thing wrong is the parking lot, it is not big enough for two schools.

- Education should be isolated from religion - one school system for all. Separate schools, like separate languages, divide not unite. A shared-facility is better, but not the ultimate solution.

- I believe that all children of all faiths should be under one school system.

- Although I believe that a shared-facility helps the promotion of better understanding between the different faiths. I do not see any need for children to be housed in different schools because of religion. I am satisfied with the education my child is receiving at Pine Grove.

- When I went to school, there was bad feelings between schools of different religions. I think it's a terrific idea to share playgrounds and facilities and will help aliminate prejudices in the future.

- As indicated above, I believe the shared facilities and concepts of learning have been beneficial to both the community and the children involved in both schools.

- Questions too general and a good knowledge of the two schools is required to answer the majority of the questions.

- It is unfortunate that education budget restrictions result in a very strict ratio of students to teachers. This may not be pertinent your studies but I know my feelings are shared with everyone who discusses the local school system. We would like to see a ratio of 20.1 rather than 30.1, especially in the lower grades. I feel this is especially important in an open area concept.

- My child is in kindergarten. Therefore I have little knowledge about many of the aspects involved in this questionnaire.

- I think more joint community ventures would be desirable such as mixed teams for community events and school functions, with more involvement of all parents.

- Have a separate school on one side of the street and a public school on the other - hopefully is a thing of the past.

- I feel the sharing of facilities and teaching in general seems to be excellent and I support the schools wholeheartedly.

- Question #25 - Did not realize the community had mixed feelings in beginning. I suppose you mean they liked it to begin with and are even happier as time goes by. I am personally very happy about whole school. Have never heard anything negative re teachers or principals. Keep up the good work! Have found cooperation between teachers, principals and parents excellent.

- We are new to the school and so have only been able to answer some of the questions. In general, we are impressed by our experiences to date.

- Actually we've only been in St. Catharines for less than one school year. I don't really know very much about the school system except to say that my daughter seems happy and well adjusted to your way of teaching and to your school.

STUDENT QUESTIONNAIRE: DATA AND SUMMARY

The Student Questionnaire used with students in grades 4, 5, and 6 was originally designed for the Ministry of Education Evaluation of the project in 1977. The questionnaire, adapted for students in both Pine Grove and Michael J. Brennan schools, studies student perceptions of the total learning environment. These data appear below, divided into responses to each item in the questionnaire.

1. Meeting new people

	M. J. Brennan n = 93	Pine Grove n = 154
I like to meet new people	82.80%	89.61%
I don't care if I meet new people	17.20%	10.39%
I don't like to meet new people	0	0
No Response	0	0

2. Schoolwork

	M. J. Brennan n = 93	Pine Grove n = 154
Schoolwork is usually easy for me	63.44%	62.34%
Schoolwork is often hard for me	36.56%	37.67%
Schoolwork is always hard for me	0	0
No Response	0	0

3. My teachers

	M. J. Brennan n = 93	Pine Grove n = 154
I usually like my teachers	67.74%	71.43%
Sometimes I don't like my teachers	27.96%	24.03%
I usually dislike my teachers	4.30%	3.25%
No Response	0	1.30%

4. Helping out around school

	M. J. Brennan n = 93	Pine Grove n = 154
I often offer to help out in school	43.01%	33.77%
Sometimes I offer to help out in school	35.48%	60.39%
I don't often offer to help out in school	16.13%	5.84%
No Response	5.38%	0

5. Friends

	M. J. Brennan n = 93	Pine Grove n = 154
I have many friends	74.19%	64.94%
I have some friends	18.28%	30.52%
I don't have many friends	7.53%	4.55%
No Response	0	0

6. (a) Making friends

	M. J. Brennan n = 93	Pine Grove n = 154
It is easy to make friends within my own school	64.52%	46.10%
It is sometimes hard to make friends within my own school	27.96%	47.40%
It is hard to make friends within my own school	3.23%	3.90%
No Response	4.30%	2.60%

6. (b) Making friends

	M. J. Brennan n = 93	Pine Grove n = 154
It is easy to make friends with children from the other school	20.43%	9.74%
It is sometimes hard to make friends with children from the other school	50.54%	38.96%
It is usually hard to make friends with children from the other school	27.96%	50.65%
No Response	1.08%	0.65%

7. Teams

	M. J. Brennan n = 93	Pine Grove n = 154
I like being on teams with children from the other school	58.06%	50.65%
I would like to be on teams with children just from my own school	41.94%	46.10%
No Response	0	3.25%

8. Recess

	M. J. Brennan n = 93	Pine Grove n = 154
I often play with children from the other school at recess	8.60%	4.55%
I seldom play with children from the other school at recess	31.18%	24.03%
I only play with children from my own school at recess	60.22%	71.43%
No Response	0	0

9. My school

	M. J. Brennan n = 93	Pine Grove n = 154
I am proud that the two schools share the facilities	67.74%	72.08%
I wish that we didn't have to share some things with the other school	20.43%	19.48%
I wish that we had our own school	11.83%	8.44%
No Response	0	0

10. (a) My "classroom"

	M. J. Brennan n = 93	Pine Grove n = 154
My "classroom" is an open area	96.77%	65.58%
My "classroom" is an ordinary classroom	3.23%	0.65%
My "classroom" is in a portable	0	33.77%
No Response	0	0

10. (b) My "classroom"

	M. J. Brennan n = 93	Pine Grove n = 154
I usually enjoy my "classroom"	77.42%	69.48%
I sometimes enjoy my "classroom"	19.35%	22.73%
I seldom enjoy my "classroom"	3.23%	6.49%
No Response	0	0.65%

11. At school

	M. J. Brennan n = 93	Pine Grove n = 154
I always have fun at school	49.46%	37.66%
Sometimes I find school dull	40.86%	57.14%
School is dull most of the time	9.68%	4.55%
No Response	0	0

12. (a) The library

	M. J. Brennan n = 93	Pine Grove n = 154
I use the library often	43.01%	38.96%
I use the library once in a while	50.54%	54.55%
I seldom use the library	6.45%	5.19%
No Response	0	1.30%

12. (b) The library

	M. J. Brennan n = 93	Pine Grove n = 154
I like sharing the library with the other school	63.44%	64.94%
I wish my school had its own library	36.56%	31.17%
No Response	0	3.90%

13. (a) The gym

	M. J. Brennan n = 93	Pine Grove n = 154
The gym program is fun	92.47%	88.31%
I seldom have fun in the gym	2.15%	10.39%
No Response	5.38%	1.30%

13. (b) The gym

	M. J. Brennan n = 93	Pine Grove n = 154
I like sharing the gym with the other school	64.52%	66.23%
I wish we had our own gym	35.48%	33.12%
No Response	0	0.65%

14. (a) Being Treated fairly.

	M.J. Brennan n = 93	Pine Grove n = 154
I am usually treated fairly by teachers from my own school	63.44%	69.48%
Sometimes I am treated fairly by teachers from my own school	17.20%	25.32%
I am not usually treated fairly by teachers from my own school	18.28%	4.55%
No Response	1.88%	0.65%

14. (b) Being treated fairly

	M. J. Brennan n = 93	Pine Grove n = 154
I am usually treated fairly by teachers from the other school	31.18%	37.66%
Sometimes I am treated fairly by teachers from the other school	40.86%	40.26%
I am not usually treated fairly by teachers from the other school	27.96%	22.07%
No Response	0	0

Generally speaking, students in the shared-facilities respond to most items in the questionnaire much as an educator might anticipate that students in a traditional school setting would respond. Most students like to meet people, find schoolwork easy, like their teachers and so forth.

Several items, however, provide important information about unique aspects of the shared-facilities arrangement. For item number 6, student responses for the two schools are quite different. A high percentage of students from each school have difficulty making friends with students in the other school. Most students play with students from their own school at recess; nevertheless, more than half the students in each school like to be on teams with students from the "other" school (item number 7). Similarly, only a small percentage of students wish they had a traditional school (11.83% and 8.44%).

In terms of school discipline, most students believe they are treated fairly by staff. One anomaly emerging is the relatively high percentage (18.28%) of students in Michael J. Brennan School who report that they are not usually treated fairly by their teachers.

The above information can be looked at in terms of how students perceive their "treatment" by the "other" staff. Most students report that they are treated fairly by the other staff. However, almost one in four students from each school feels he or she is not treated fairly by teachers.

In conclusion, students appear to enjoy the sharing-arrangement. In general, student responses to the items are typical of a student population from traditional school settings. One area requiring further study, however, is school discipline. Almost one in four students perceives unfair treatment from teachers in the other school. Given that there is no comparison group in the research design, no conclusions can be drawn about how typical this perception is for students in a shared arrangement.

MAJOR ISSUES IN A SHARED-FACILITIES ARRANGEMENT

The following paragraphs present synopses of major issues in this shared-facilities arrangement that are deemed by the principal investigators to have underscored the success of this project. These issues represent a series of contentious elements which combine to describe the principle hurdles engaged in the period under study.

(A) PROCEDURES

Since each school in the project works within the policy guidelines established and implemented by its respective board of education, the two principals sometimes find themselves responding to decisions that run counter to one or the other board's policies.

For example, the Lincoln Public School Board has detailed policies governing "after hours" use of schools. These policies involve issuing permits and in some instances charging for use of school facilities.

The Separate School Board has specific policies for school use but does not require the issuance of permits. The two principals are therefore left with several dilemmas. Which policy should be followed when a group wishes to use a shared-facility such as the gymnasium? Is it fair that a group submitting their request to Pine Grove School is asked to pay for use of facilities and the group sending a request to Michael J. Brennan does not need a permit and does not pay for use of facilities?

The procedures issue emerges again where the two schools purchase equipment for joint use. Obviously, both boards have different procedures for ordering equipment. Similarly, board procedures govern permission for field trips, timetabling, early dismissals and yard supervision.

As has been alluded to elsewhere in this report, the common sense of the two principals becomes a key ingredient in the successful resolution of these procedural entanglements. Perhaps in the absence of full integration of board policies governing the aforementioned procedural issue, principals should be encouraged to seek their own resolutions to these entanglements. These resolutions must not contravene acts and regulations of the Ministry of Education and they should represent the intention of their respective board's policies.

(B) FINANCIAL ISSUES

Each school operates within a budget as set by the board under which it works. The two schools not only have different budgets due to different size but also different methods for allocating the money. Therefore, the purchase of equipment for joint use poses a problem. One school may feel like the poor cousin because of board spending restraints placed on it.

The way around this problem if for boards to study the financial arrangements in the two schools, trying if possible to allow the same financial freedoms to both principals and staffs. The dollar allotment per pupil should be the same for both schools.

In the project to date the two principals have worked together to avoid failure resulting from an over concern with picayune financial differences. The poor cousin mentality is not encouraged and if one school pays more than its "share" for something, the other school will likely do so next time round. Financial equality is a definite issue; an undue concentration on the issue would quickly poison the positive attitude of all concerned.

Thus, the principals must maintain a very open mind to the other's possible financial restraints. One school has a full-time secretary and the other has a half-time secretary. Each has a full-time janitor. Both schools have consultants available but one has more from which to draw.

To resolve this situation both principals share their secretarial time where time and circumstances permit this to happen. Similarly, where the two schools have joint programs (Physical and Outdoor Education), both public and separate boards provide assistance from consultants.

(C) POLITICAL ISSUES

Political realities almost ruined the shared-facilities project before it started. Many trustees held strong points of view about the arrangement and a few were quick to seize every pre-election opportunity to strengthen their platform. The local press responded to made-to-measure headlines; editorials came in quick succession to the chagrin of principals, the anxiety of parents and the bewilderment of teachers.

Looking back in our short history, we note that the project now generates less controversy in the press and at board meetings. To some extent, the "something new" mystique is gone, giving a welcome respite from political controversy and undue excitation. Meanwhile, the project continues with a principal-imposed, low-key approach that has earmarked for success many educational initiatives that otherwise would have threatened the shared-facilities project.

Quite apart from local political ramifications of the project, both principals and their staffs wonder where the teachers' federations stand on this project. No federation has stepped forward to endorse, challenge or otherwise acknowledge the shared-arrangement experiment. To encourage greater participation by federations, the principals and staffs are jointly discussing approaches that will whet the interest of their professional associations.

Moreover, a within-the-schools political concern has been dealt with by the two principals and their staffs. This concern centres on the movement of students from one school to the other. In the separate system, a child may attend school if one parent is Catholic and the appropriate tax allocation form is signed. All children from that family must then go to the separate school. To move to the public system, there is no faith requirement but again the appropriate tax form must be signed to divert tax dollars to the public system. Again, all youngsters must attend the public school.

Yet, since the Michael J. Brennan has a junior kindergarten and Pine Grove does not, some parents who otherwise might decide to start their children off in Pine Grove send their children to Michael J. Brennan. In other instances, a child is moved from one school to the other after junior kindergarten.

Principals and staff discourage movement of pupils during their K-6 schooling. For this reason, movement of puils each fall is probably less than the 1% level. Nevertheless in one rather humorous instance, an irate parent refused to permit her child to attend another year at the one school; she went out one door and into the principal's office of the adjoining school. With sound counselling and a summer cooling-off, the parent willingly re-admitted the child to the original school in the grade originally suggested by the principal and teacher.

To conclude discussion of the "political issue", the investigators encourage the reader to study the many levels of communication involved in the project and the subsequent "political" ramifications of decisions made at these levels. Indeed, central to meaningful resolution of the political issue is a circumscribed communication process. The next issue, therefore, is "communication."

(D) COMMUNICATION

A central issue in the development and maintenance of the shared-facility project was the whole area of communication. Traditional models were often inappropriate to these unique circumstances and, consequently, new and inventive strategies had to be worked out in order to allow the most distortion-free information to flow through the complexities of the school organization.

For purposes of discussion, the communication process is here divided into certain main components.

Principal to Principal

Without question, this is one of the most important issues in the entire project. The principals of each school recognized the need for good, clear communication within all segments of the complex and met early in the pre-planning stage to work out strategies to keep their various constituents well informed.

The principals' first meetings were informal and, over lunch, they established a common set of objectives that they wished to pursue in their first year of operation. In these early get-acquainted sessions, the free flow of ideas that each offered established a base on which developed personal and professional respect.

To facilitate the growth of this mutual respect and trust, the principals determined to hold weekly meetings and monthly luncheon meetings to plan and direct the operation of the shared-facility. In reality, these formal meetings gave way to an almost daily briefing in which each principal discussed joint concerns and upcoming events. Often, they would exchange notes, make entries in their respective calendars, and determine responsibilities for their many daily activities that take place in and between the two schools. In the course of this close interaction, they came to understand and appreciate each other's unique leadership styles. They reached consensus on their expectations for students, staff and parents, within the context of the shared facilities. They developed common strategies for communicating with staff, parents, board and administration.

Initially, they tried to share all tasks and have some part in every function in which schools were involved. This proved too onerous and it was decided that tasks would be divided and each principal would assume responsibility for organizing and communicating the necessary information to those affected by the activity. For example, it was found to be more efficient and communication was more effective when the joint outdoor education and elective programs were coordinated by one or the other principal. The separate school principal had additional teaching responsibilities, so the public school principal coordinated the use of the school facilities after school hours. This give and take attitude of the principals characterized the approach used in so many aspects of the project.

Depending on time, schedules, availability and circumstance, the principals determined to share, as closely as possible, the numerous tasks that were part of the daily operation of the schools. The responsibility for such things as chairing meetings, introducing and thanking guests, conducting joint assemblies, planning parent nights, ordering equipment, conducting tours of the facilities, and many more tasks was divided by taking the above factors into consideration. It was, therefore, essential that each principal keep the other informed as to his school, system-wide, and personal demands so that each principal would be kept aware of the other's schedule and could make decisions accordingly.

Invariably, when problem situations arise, the principals must communicate in a very candid and open manner too. A special trust, built on mutual respect, must be developed so that different situations can be resolved in a spirit of understanding.

Staff to Staff

Because there are numerous activities that involve the teachers from both schools, it became apparent that problems would arise if some structure was not developed to allow information to flow readily between the two buildings.

Each principal maintained the responsibility of keeping his own staff informed on matters that pertained to his own school. In the case of the public school, information was sometimes conveyed from the principal through the vice principal to the staff. If this same information was to come to the separate school staff, a problem sometimes arose because the public school vice principal did not have a counterpart in the separate school. It was unclear to the vice-principal with whom he should communicate on the other staff. Initially, this caused mixups in the flow of necessary information.

It therefore became necessary for the separate school principal to appoint a liaison person whose task it was to communicate school matters through and with the public school vice-principal. On establishment of a clear channel of communication between the two staffs, the clarity of information improved greatly.

While most teachers in the complex were occupied with their own classroom responsibilities, there was a special need for the two librarians and physical education instructors to communicate with each other.

There were significant problems in the library due to the fact that both librarians were scheduled half-time into other schools and seldom had time to meet. The principals convened quarterly meetings with the librarians to discuss matters such as budget and scheduling, but problems arose with the daily operation of the library. It was very difficult having two people share a responsibility when they had little opportunity to sit down and discuss what they were doing. Routines were sometimes difficult to maintain and lack of good communication caused inconsistencies to arise in some aspects of the operation of the library. In addition, the six-day cyclic calendars of each board were different. This created havoc in trying to accommodate any changes in the librarians' schedule. Before the project even began, the two principals drafted a proposal to have only one full-time librarian serve the needs of the entire complex. For political and contractual reasons, the proposal was not accepted by the boards, with the result that for the first four years the library was an area of concern to both principals. Fortunately, the problems did not affect to a great degree the learning environment for the children in the library. Nevertheless, it caused innumerable administrative problems and the principals still strongly support the "one librarian concept."

Currently, one librarian is a full-time staff member of the public school with half-time librarian responsibility. The separate school librarian is still scheduled half-time into another school, but with the full-time presence of the Pine Grove librarian, there is ample opportunity to discuss matters of mutual concern.

The physical education personnel share a critical area of cooperation with the combined intramural sports program. Given the number of activities between the schools, the physical education people must meet regularly to plan and coordinate these various events. Clear expectations regarding the intramural program must be developed by the principals and staff of each school so that the physical education people know the mandate under which they operate.

One further area that has been identified by staff as being important is the need for more social interaction among staff members. To address this need, the principals arranged for one person from each staff to be the social liaison with the other school. These people planned coffee get-togethers, pot luck lunches, and after-hours social activities. These occasions provide a relaxed atmosphere in which staff can get to know each other and learn to appreciate, in a more personal way, their colleagues in this shared venture.

Student to Student

One of the objectives that the principals hoped to accomplish was to develop in their pupils an awareness and appreciation for the children from the other school and to avoid some of the negative aspects that sometimes occur when a separate and a public school building are in close proximity.

Each school wanted to develop its own sense of identity and its own school spirit. At the same time, staffs wished to establish a sense of total community, and to capitalize on the energy and resources that all the children would bring to this project. One obvious pitfall to be avoided was the potential for unhealthy competition between the two schools. For this reason and to encourage the mingling of the children, an extensive intramural sports program was developed whereby children from both schools played on the same teams. In later years, a house system was set up among both schools which further encouraged the interaction between the boys and girls of each school.

On the playground, any competitive activities between children from the schools was discouraged. Instead, these naturally competitive instincts were channelled into combined sports tournaments and joint field and play days. Since many of the children were already acquainted with each other, these combined activities were well received by the students.

Each fall, the schools combined to enjoy the Carousel Theatre group whose particular style of participatory theatre was an excellent medium for bringing the children together.

The elective program between the two schools saw all of the children in grades 4-6 participate together in a variety of special interest clubs. Children could be taught by teachers and parents from the other school and this program added to the appreciation and understanding of the other school.

The most extensive effort to provide the children with opportunities for communicating with each other was the Outdoor Education and Camp Program. The experience of living with students from another school system became an excellent vehicle for developing new insights in human understanding, tolerance and friendship.

School Community to Parent Community

In its first year of operation, Pine Grove School established a Home and School Organization. This group proved to be an effective vehicle for school-parent communication. The following year Michael J. Brennan occupied its new building and began the task of coordinating its parent resources.

In the fall, a proposal was made by the principals to construct a creative playground. The public school established a committee to begin planning this project and invited the separate school to have representatives on the task force. At this point, no identifiable parent group represented Michael J. Brennan.

Using a community school model developed in consultation with an Education Officer of the Ministry of Education, an interest survey was issued from which were culled the names of those who volunteered to work in various capacities to assist the schools. At a get-acquainted social evening in the fall, a further appeal was made to parents to offer their services, and a number of parents indicated their interest in being involved in school activities.

Michael J. Brennan School sent representatives to the playground committee, and from this initial project it quickly became apparent that ways must be devised for the two parent groups to communicate with each other. The first issue that arose was the raising of funds to cover the costs of the creative playground. While Pine Grove had successfully raised funds the previous year, Michael J. Brennan had as yet no formal parent group and thus had contributed no funds.

In January of 1977, the Michael J. Brennan Parent Organization was officially created. Following the tenets of the community model, the parents identified a number of tasks and organized a committee structure around these, appointing chairpersons for each committee and a coordinator to act as liaison with the principal. The coordinator's other function was the convening and chairing of meetings.

The first joint task was to raise funds and build the creative playground. This was a complex task requiring the coordination of a large number of parents from both schools. Communication difficulties arose because the structure of each parent group was different. It soon became apparent that the parent-group structure would have to be re-aligned in order to establish clear channels of communication between the two parent groups.

Even though communication was sometimes difficult, the first joint project was very successful and in June of 1977, the Pine Grove School Parent Group established a committee structure similar to that of their Michael J. Brennan counterpart. (See Figure 1).

A joint executive meeting was held early in the fall and the committee chairpersons from both schools met and established means to communicate with each other. In addition the president-coordinator of each group agreed to act as liaison between both executives and would attend each other's executive meetings. A report on the other school's activities was given at the executive meeting and time was given on each agenda to discuss matters of mutual concern. While each committee coordinator worked closely with her counterpart in the other school, the total executive of each group met once in each term to plan, coordinate and raise funds for all the activities between both schools.

The result of this re-organization has been to improve parent-to-parent communication considerably. The two parent committees work extremely well together and have jointly sponsored a number of educational, recreational and social events for both children and parents of the combined communities.

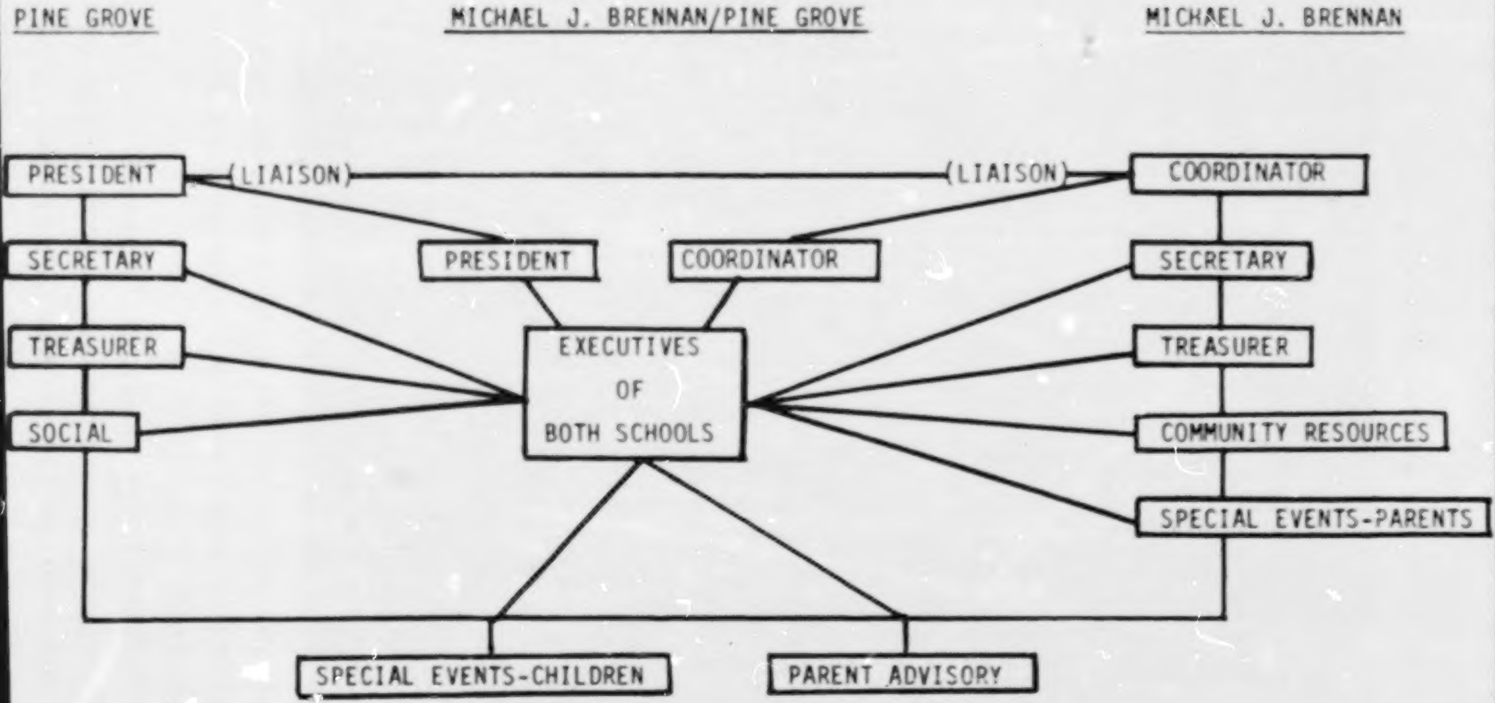
Principal to Board

In the legal agreement between the two boards, an Operations Committee was formed as an official vehicle between the two boards to communicate regarding the shared-facilities project. The committee consisted of the following personnel from the Public Board: the director, the school principal, the architect and properties manager; for the Separate School Board: the director, the school principal and the business administrator.

It was the duty of the committee to:

FIGURE I

JOINT PARENT ASSOCIATION
MICHAEL J. BRENNAN/PINE GROVE


PINE GROVE
MICHAEL J. BRENNAN
PRESIDENT
(LIAISON)
(LIAISON)
COORDINATOR
SECRETARY
PRESIDENT
COORDINATOR
SECRETARY
TREASURER
EXECUTIVES OF BOTH SCHOOLS
TREASURER
SOCIAL
COMMUNITY RESOURCES
SPECIAL EVENTS-PARENTS
SPECIAL EVENTS-CHILDREN
PARENT ADVISORY

(a) Ensure adequate maintenance and operation of the schools.

(b) Prepare a detailed schedule to ensure maximum use of combined-use areas.

(c) Generally to assist in the administration of the schools.

(d) Recommend modifications to the Agreement.

(e) Review and recommend annual operating costs and rental costs where applicable.

(f) Review and assess vandalism costs for sharing purposes.

In addition, the principals could communicate through their respective supervisory officers to a Joint Planning Committee of both boards.

While no formal meetings of the Operations Committee were ever held, the principals did make a formal presentation to the Joint Planning Committee after the second year of operation.

Although supervisory officers were well informed of the daily operation of both schools, the principals were hesitant to communicate this kind of information to their respective elected representatives. Decisions regarding the direction and day-to-day operation of the schools were made at the school level and communicated to the supervisory officers.

The principals initially had wished to involve their boards in the decision-making process but found that the politics of education can, at times, be detrimental to the kind of relationship they were trying to develop between their two schools. This is not to say that the principals deliberately wished to circumvent the decision-making role of the trustees, but rather, they decided that in the best interest of the project, most decisions affecting the shared-facilities could be made at the school level with input from staff, parents, and supervisory officers. All information regarding the two schools was primarily communicated to trustees through school newsletters, parent books and communication with the supervisory officers concerned.

It is important to the success of the project that the principals be given the autonomy to make decisions in consultation with their superintendents with provision for positive support from trustees.

Trustees have a most important role in the pre-planning stages of such joint ventures and their careful deliberation and planning prior to the beginning of this project was most helpful to the principals in developing the project to its fullest potential. So many decisions are based on a close reading of the situations at the school level. If removed from context and put in the spotlight of a political forum such as a board meeting, decisions may be unduly influenced by many factors, some likely to have negative repercussions for those attempting to make a shared-facilities arrangement work well.

(E) STAFFING

With the amount of interaction previously described between the staff of each school, it is critical to the success of the shared-facilities project to ensure that the selection of staff is done carefully. Using the criteria developed by staff and taking into consideration the special needs of the school, the principals must have the autonomy to select and deploy staff as they see fit.

It must be kept in mind that the shared-facilities schools are very visible in the school and educational communities. Such openness invariably allows observers to compare the schools in terms of program and personnel. It is, therefore, essential that both schools employ only high-calibre teachers who support the shared-facilities concept and who possess those qualities identified as being important for staff in this situation.

The most intimate staff sharing takes place with the librarians and physical education people. The principals must determine beforehand their philosophy of library management, and the role of the librarian. Similarly, discussion must take place to pre-plan the combined approach to physical education activities. Once this is done, personnel for these key positions can be selected to meet the pre-established criteria.

It must be realized that the success of this project depends on a staff who work together. Careful thought and planning should be done to ensure the suitability and compatibility of staff. Also principal selection is a critical variable that must receive scrutiny by senior administration personnel and board members. A set of criteria for principal selection has been identified and should be followed.

Similarly, both boards must consult with each other when planning to transfer principals to and from the shared-facilities school. The incumbent principals could offer invaluable advice in assisting the boards in making these kinds of decisons.

In addition, non-instructional staff such as secretaries and custodians must be selected on the basis of their abilities and their willingness to work in a cooperative environment.

(F) RELIGION

While there may be considerable support for the concept of public and separate schools sharing facilities, some proponents have voiced concerns about the religious orientations of each school system. Clearly, the values that guide each system come from the Judaeo-Christian tradition and teachers from both schools are expected to inculcate by precept and example the values outlined in the Education Act.

Yet, in addition to the common value structure that underpins each system, the separate school must provide opportunities for its children to grow in understanding and practice of the Catholic faith. The Catholic school strives to establish a Christian community whereby the parents, priests, and teachers work cooperatively for the spiritual, academic, social, emotional, and physical development of the whole child.

To complement the formal religious education program in the school, the staff and the parish priest plan and coordinate school and class masses, religious celebrations, and the preparation for and the administration of the sacraments. Some of these religious activities necessitate additional time and space requirements for the separate schools. An understanding by public school staff of these special needs of the separate school is necessary so that provisions can be made in the timetable to accommodate these activities.

While the external displays of the Catholic faith are essential for the separate school, they by no means ensure the Catholicity of the school. That is a much more subtle process that requires the active participation of the home, the school, and the parish.

Separate school principals in a shared-facilities arrangement are wise to use a low-keyed approach in promoting and maintaing the Roman Catholic faith in the school. It should be noted that putting into practice the various arrangements of the shared-facilities project is, in fact, the process which is the very essence of the Christian ideal that the separate schools attempt to achieve.

The shared-facility school is an ideal setting to "practice what you preach." It provides a setting where children and adults can work and play in a cooperative environment. The importance of sharing and getting along with your neighbour is a reality to be lived each day. In this sense, the learning environment provides both the public and separate school with an excellent vehicle to inculcate by precept and example the same values that should permeate both school systems.

The heterogeneous nature of the public school system requires a different approach to "religious" education. From our experience in this shared-facilities arrangement, we strongly support an inter-school emphasis on those values the two schools share combined with reasonable visibility given the religious observances unique to either school. This is the atmosphere in which students and staff grow in their understanding and tolerance of spiritual differences.

(G) ADMINISTRATION

The manner in which administrators from both systems discharge their responsibilities can result in a variety of interesting and sometimes aggravating consequences for those in a shared-facilities relationship. Typically, the administrators involved are making what appear to be sensible decisions; the consequences usually result from the contexts within which the decisions are made.

Thus, the political arena in which the directors find themselves twice a month, namely the board of education meetings, can become an important backdrop to decisions about the shared-facilitites arrangement. In the early months of the project, the two principals enjoyed the high visibility their project received and they sought to keep the directors and the board completely informed about their activities. Problems emerged, however, when the directors supported the ideas of the principals but trustees disagreed, resulting in lengthy debate on matters that provided good press but poor school-to-board-level relations.

One obvious response was for principals to operate from a less dependent position since their encouragement of board-level involvement boomeranged with considerable negative press coverage. Therefore, principals began to make more school-level decisions, forwarding through unofficial channels information about their decisions.

Moreover, the principals valued the important contribution the superintendents make to the project. With responsibility for supervision of schools, the superintendents must be fully informed about the unique problems and concerns dealt with in a shared-facilities arrangement. In this way, the superintendents become significant links in the director-to-school principal communications process.

Certainly, the role of the principal, already alluded to elsewhere in this report, is the key to success of a shared-facilities project. He becomes the hub with spokes reaching out to students, staff, parents, community and, as mentioned above, the various levels of board interaction.

Nevertheless, since the two principals ply their trade in a shared-facility, their personalities and educational philosophies must be compatible. Without exploring the many facets of inter-principal communication, one must understand the importance of the two principals presenting a common front. Certainly these indivduals must remain responsive to different board imperatives; however, in the eyes of staff, students and the community the two principals must show mutual respect and support. In a real sense, the principals overt behaviour toward each other becomes the pattern for others to follow.

In addition, the principals are individuals who will invariably do things differently. One might be more personable, a strong disciplinarian and an avid musician. The other could be sports-minded, less garrulous, and given to humanistic approaches to resolving student misbehaviour. Such differences provide an arena for modelling tolerance and understanding.

Once again, the principals need not be identical twins. The significant element is their manifest attitude toward each other.

Therefore, the various levels of administrative practice can become a dominant issue in the running of a shared-facilities arrangement. The preceding comments suggest how these issues could arise and show what conditions need to be present if the administration issue is to be avoided or circumvented.

(H) PERCEPTION OF THE SHARED-FACILITY ARRANGEMENT

Elsewhere in this province, shared-facilities arrangements were begun in atmospheres of doubt, distrust and resentment. Not surprisingly, they have either failed or have proceeded with lacklustre track records. The perceptions of participant groups must be positive or a shared-facilities arrangement is doomed to failure.

In the judgment of the two principals involved, the Michael J. Brennan - Pine Grove experiment owes much of its success to the shared perception that it is a good idea. This shared perception grew out of the pre-planning meetings during which participant groups experienced educational advantages to sharing. The momentum was sustained through a communications network developed by the principals and engaged by all participants in the project. Finally, the two principals, staff, superintendents and directors proactively endorsed all aspects of the project, effectively quelling negative criticisms that appeared to be unfounded or directed at the creation of dissention. Also, for every legitimate criticism, there appeared a series of equally legitimate endorsements. One has only to read the press clippings in Appendix 10 to appreciate fully the chronology of these events.

(I) DISCIPLINE

In the context of the school setting, the word "discipline" conjures up a number of situations involving student behaviour and pupil management techniques used to organize the learning environment. Most educators will have no trouble envisioning the state of chaos that could exist if the two schools did not have some commonality in their expectations about pupil conduct, the role of authority in the child's development and the techniques used to manage the 700 pupils in the combined complex.

Recognizing this as a sensitive issue and one that was of immediate concern to the academic staff of each school, the two principals discussed the issue at length in their early pre-planning sessions. Through these talks was forged a set of common expectations for pupil behaviour in the yard and out-of-school areas. A copy of the "Rules of the Yard" was presented for discussion at the first joint staff meeting. In addition, a discussion took place to ensure that when teachers were supervising children in any of the facilities, it was the expectation for staff that they would deal with any problem situations without regard to the school affiliation of the child. On the other hand, children on the playground, in the gym, the halls or at any activity that is shared were expected to respect the direction of any teacher or support personnel from either school.

On the playground teachers capably dealt with the majority of minor problems that invariably arise when healthy and active youngsters share a play area. The playground has been physically organized to encourage the free integration of the children and at any time during play periods, one would find children from either school playing in all parts of the playground. Nevertheless, a good number of students from each school usually play in areas closest to their own classroom entrance.

Most of the time, teachers on yard duty are dealing with children from their own school. However, on those occasions where serious problems arose involving students from both schools, the teachers were asked to take the problem to their respective principals. The principals predetermined that they would be free to investigate the problem situation, try and assess the cause and then contact the other principal to discuss a resolution to the problem. The use of sanctions or disciplinary measures towards a child was in most cases undertaken by that child's principal. In some cases, when parents were involved, it was necessary for each principal to interact with the other parent community or with teachers from the other staff At no time were there any negative repercussions from the principals' willingness to transcend the narrow limits of their own groups to look at the schools as a total community. In fact, the parents of both schools were very supportive of both principals maintining discipline in the schools.

It was fairly easy to reach a concensus on the basic orientations to pupil management and the establishment of routines to maintain this. However, the interpretation of procedures and application of disciplinary measures in a school are determined to a large extent by the overall objectives of that school, which in turn are influenced by the principal's leadership style and his philosophical orientation to child management.

This is an area of potential teacher conflict in the daily operation of the schools, and a short example will serve to illustrate this point. All schools determine a procedure to permit the smooth entry of the children into the school buildings after the children have been playing outside at recess and noon hour and classes are ready to commence. Suppose one school felt that the most efficient way to organize this procedure was to have all the children, at the sound of the bell, run immediately to assembly points and line up until their teachers were ready to supervise their entry into the school. On the other hand, the other school might feel it more in keeping with their philosophy to have the children enter the building in a more leisurely free assembly method. For teachers and children who are on the yard at these times, there would appear to be different expectations for the children from each school and the resultant confusion in trying to enforce the Rules of the Yard would be of great concern to the supervising teachers.

Another area where the interpretation of a shared policy might differ would be in the application of a student dress code. What might constitute unacceptable apparel in one school may be allowed in the other building. When students from either school interact in shared activities, the inconsistencies in this policy can become apparent, causing friction to develop among the teachers who must enforce their own school's policies.

At the first staff meeting in September each principal explains to the other school staff his expectations for the behaviour of students and his general approach to pupil management. While it is necessary to have a fair amount of commonality in approaches to discipline, with good communication at the principal and staff level, a healthy margin exists to allow each school to develop and maintain its own approach to pupil management.

Yet, it is these very differences in philosophy and practice that give each school its distinct identity and style which elsewhere in the documents is identified as being so necessary for the success of a shared-facility project. Like so many areas in this project, a little understanding goes a long way to alleviate problems that could arise.

RECOMMENDATIONS

The numerous conclusions appearing throughout this report are restated below as recommendations. These recommendations will provide a solid basis for pre-planning considerations, should other boards of education wish to engage the challenge of a shared-facilities project. In addition, the attention given by the Lincoln County Roman Catholic Separate School Board and the Lincoln County Public School Board to many of these recommendations contributed immeasurably to the success of this shared-facilities arrangement.

(A) BOARD-LEVEL FINANCIAL CONCERNS

(1) Establish a joint school/board planning committee to make a preliminary determination regarding the feasibility of such a joint project.

(2) If the project is deemed feasible, jointly retain an architect to develop an appropriate floor plan for the joint occupancy and sharing of facilities by the school boards and the community.

(3) Investigate the feasibility of including Parks and Recreation personnel on the joint planning committee.

(4) In the design, incorporate a common power and heating plant to service all the facilities.

(5) Establish cost-sharing factors for such services as cleaning, maintenance, grass cutting, snow and garbage removal.

(6) Incorporate all financial factors into a negotiated legal agreement between the parties concerned.

(7) Share cost (on a per pupil basis) for such capital items as duplicating and photocopy equipment, kilns, cleaning apparatus, and large audio-visual equipment.

(B) SCHOOL-LEVEL FINANCIAL CONCERNS

(1) Limit financial transactions between the schools to avoid a "nickel and dime" mentality.

(2) Share all costs associated with library and physical education equipment and resources on a per-pupil basis.

(3) Develop a common pool of educational games, labs, metric equipment and teaching aids.

(4) Determine with Parent Association Executives the use of the funds raised jointly.

(C) COMMUNICATION

(1) Negotiate a formal legal agreement between the two boards re: the joint occupancy and shared use of the facilities.

(2) Establish criteria for the selection of principals and hire them accordingly.

(3) Have principals meet at least one year prior to the opening of the project to set goals and plan activities to capitalize on the shared nature of the facilities.

(4) Have principals select staff 9 months prior to the opening of the project to provide time to set objectives prior to the beginning of the project.

(5) Establish projects in new communities where the school can be the focal point of the community's educational, social and recreational activities.

(6) Involve parents in the pre-planning stage. Ratepayers and community associations should have representation in the initial planning stages of this project.

(7) Establish a distinct parent organization in each school. Use a similar model of organization to facilitate inter-group communication.

(8) Use the executives of each school's parent organization to serve as a joint executive to plan, coordinate and raise funds for any joint projects.

(9) Encourage each school to develop its own identity complete with school colours, crests, and t-shirts.

(10) Establish a logo to identify joint projects.

(11) Principals must meet regularly to plan and coordinate projects of a joint nature.

(12) Establish lines of communication between staff. Appoint

educational and social liaison people.

(13) Provide opportunities for staff to interact socially.

(14) Coordinate all fund raising with the community.

(D) BOARD CONCERNS

(1) Experiment with small-scale sharing projects prior to embarking on a major venture like a shared-facilities school.

(2) Develop a statement or position paper on sharing resources with the other board.

(3) Be aware that the supervisory and administrative demands on the principal are greater and more complex in a shared-facilities school. Consideration must be given to provide principals with additional secretarial and non-teaching time.

(4) Trustees and Administration must give the project their positive and open support.

(5) Encourage positive media coverage of the shared-facilities project.

(6) Issue joint press releases on matters affecting the operation of the projcect.

(7) Establish an identical cyclic calendar and coordinate Professional Development Days so they fall on the same days.

(E) STAFFING

(1) Use the criteria developed in this report to select principals.

(2) Have principals select staff on the basis of identified criteria.

(3) Appoint non-instructional staff on the basis of their aptitude to work in a cooperative environment.

(4) Appoint one librarian to overview and service the needs of the total school population.

(5) Ensure that each school has a competent and enthusiastic Physical Education resource person.

(F) PROGRAM

(1) Establish a joint intramural physical education program whereby children from both schools will play together on teams.

(2) Avoid non-productive competition between the two schools.

(3) Have common recesses and share yard supervision.

(4) Have common staff meetings, especially at the beginning of the year.

(5) Provide opportunities for staff to interact in program development and social situations.

(6) Establish a common safety program between both schools and in cooperation with the local police department.

(7) Establish a common Block Parent Program in the community.

(8) Plan and coordinate the joint participation in and enjoyment of various theatre, musical, and cultural performances at the schools.

(9) Encourage the common use of space and equipment.

(10) Establish an atmosphere that encourages all students and teachers to feel welcome in all parts of the complex.

(11) Have common assemblies when warranted.

(12) Have a common sports award presentation and present awards to all the intramural winners.

(13) Conduct a joint Outdoor Education Program.

(14) Jointly plan and coordinate an elective program in the schools, using the combined resources of the total community.

(15) Have combined parent evenings focussing on issues of interest to both groups.

(16) Coordinate the community use of the school facilities after school hours.

(17) Do not segregate books in the library; file all books according to one classification system.

(18) Establish common rules for the supervision of those areas that are shared.

(G) PHYSICAL PLANT

(1) Have a common parking lot for the project.

(2) Have a common electric bell for the entire project.

(3) Have a common intrusion and fire alarm system.

(4) Provide both schools with one intercom system.

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Appendix 1. Presentation on Sharing

In 1973 the Ministry of Education undertook a study to investigate inter-board sharing of facilities and schools. Appendix 1 is the Lincoln County Roman Catholic Separate School submission to the Ministry report titled The Sharing and Transferring of School Facilities (1973). It was first presented to the trustees of the Lincoln County Separate School Board as a position paper by Mr. J. P. Skehin, Superintendent.

Presentation to Trustees of the Lincoln County Separate School Board

by J.P. Skehin, Superintendent

Lincoln County Separate School Board
80 Grantham Avenue, St. Catharines

SHARING

In view of the current study being undertaken by the Ministry of the matter of sharing of accommodation by boards, and the urgency expressed by our Trustees' Associate for a reply to the Ministry, setting out the position of separate school boards on this subject, it is essential that all aspects and implications of "sharing" be understood by our Trustees and responded to in clear and concise statements.

In principle, we believe the sharing of school facilities between public and separate school boards can be a progressive step. While we can accept the principle, for obvious reasons - economy, overcoming duplication, making maximum use of existing facilities - we must, in view of our commitment to a particular Christian philosophy of education, question both the method and the extent, the "HOW" and the "WHAT". We may live in a ecumenical era, where "togetherness" is the catchword. For the unsuspecting, however, for the party to the contract which has not read and thoroughly understood the small fine print or to comprehend the implied intent, this togetherness can become its deathknell. "Sharing" implies reciprocal agreement, not something enforced or one-sided, so where the needs of boards for additional accommodation are proven, it must become a matter of negotiation as to how the total need can be provided for through the best use of existing facilities. There would appear to be no reason why not only accommodation but also services and even personnel can be shared, providing the arrangements and conditions are mutually agreeable, and serve the interests of both boards and the special needs of the students concerned.

This is an era in Ontario, and in Canada generally of decreasing school enrolments at the elementary school level. Where certain school boards have built schools and classrooms over the years to meet immediate or existing needs, others have built to provide for projected enrolments which have not materialized and which in fact have decreased. The result in terms of space available is that we now have the "have" and "have not" boards.

We have now reached a point where a halt has been called on school construction, where reorganization should take place resulting, it is expected, in the optimum use being made of all existing facilities. Except in a few isolated instances, it is probably true to say that most of the sharing of school facilities will be done within public school buildings. For separate school boards, care and caution are necessary, lest in our desire to cooperate we become the architects of our own demise.

It is a most unsatisfactory arrangement for a separate school, or for any school, to operate on a fragmented basis. The idea of accommodating individual classes or groups of students in various other school locations throughout an area certainly has little or no merit or advantage to separate school boards - save filling up empty spaces. What happens in these situations to the type of curriculum we provide, or to the overall Christian environment and philosophy we attempt to engender in the daily life of the school? Sharing a classroom in a school, or 2 or 3 classrooms, will fill up existing empty spaces and possibly provide a partial solution to the overbuilding of a public school board. What are the arrangements to be, and how will they be received by public school authorities, on such basic questions as a) jurisdiction of the principal, b) teacher and student lunch room facilities, c) scheduling and timetables, use of auxiliary instructional areas - gymnasium, library, science rooms (depending on Year levels) wash rooms, d) monthly celebrations in connection with the Religious Education program.

In accepting the principle of sharing facilities on a classroom basis - the progression from that point has to be 1) fragmentation 2) integration 3) extinction. We can consider sharing only on the legal basis presently existing - namely that Roman Catholics have the right to maintain their own schools. Where the shared facility is large enough to be a viable unit - as for example an entire wing or floor of a school, or reaching for the optimum arrangement, namely, an entire school, sharing can become mutually advantageous. Anything less is a disservice to the students we educate and to the Roman Catholic ratepayers of the community. This is not to say, however, that where a special type of facility is available for instructional purposes, e.g., a gymnasium, Home Economics or Industrial Arts Rooms, we should not avail our students of the opportunities for instruction in these programs. We must seek out these opportunities.

With regard to the transfer of students, it appears blatantly obvious that this comes at a time when the movement of students is away from the public schools, especially in the larger cities, incurring certain financial disadvantages. It has been tradition in Ontario that where parents have a choice, they retain the choice to exercise it or not. Any regulation provided could only affect Roman Catholic parents and therefore would be discriminatory. No such regulation could be implemented affecting public school supporters. The effect of such a regulation would be for public boards to retain non-Roman Catholic students by law, and Roman Catholic students by regulation.

Under Item 5 it is suggested to you that since Separate School Boards are legal corporations and subject to the limitations of existing statutes, are autonomous bodies, a statement of our requirements or needs whether relating to capital projects or any other matter, should not be subject to the agreement or pleasure of any official outside the Ministry of Education.

Finally, under the final statement soliciting comment, it could probably be said that our Trustees have not failed to detect the subtle influences affecting Separate School Board operations and jurisdiction in this Province since Bill Davis replied in the negative to the Brief on Extension in August 1971. The Record shows:

a) a negative political response to pedagogical arguments for completion of the Separate School System
b) setting out by Regulation the limits of separate school board jurisdiction in defining the former Grade 10 course as the completion on 10 credits only
c) a halt to school construction - the Public Boards have adequate accommodation. Sharing of available accommodation - or integration with the Public School system
d) regulate the choice of Roman Catholic parents
e) capital projects of Separate School Boards subject to the signature of officials of the Public Board
f) we can only wonder what effect the cyclic review of the Intermediate Division, presently underway, will have on Separate School Boards.

Ladies and Gentlemen, the 70's have every indication of being a very decisive decade in the history of Separate Schools in this province. Only by your awareness of the events which are taking place on the educational scene, especially at the administrative level, will you be in a position, in concert with your colleagues across the province, to provide the informed response which will guarantee the continued growth and development of our system of education.

Appendix 2. Statement of Requirements and Expectations

Prior to drawing up the legal agreement between the two boards, the Lincoln County Roman Catholic Separate School Board issued the following statement defining their requirements and expectations for the shared-facilities project.

STATEMENT

RE

THE LAKE STREET SCHOOL PROJECT - 1975

A JOINT CAPITAL PROJECT
of the

LINCOLN COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD

and the

LINCOLN COUNTY BOARD OF EDUCATION

The Lincoln County Separate School Board has approved this Joint Capital Project on the school site on Lake Street, north of Lakeshore Road in the City of St. Catharines currently owned by the Lincoln County Board of Education.. Approval of the Ministry has been received for the funding of this project in the following amounts: $417,000. for buildings and $53,000. for site purchase.

This project is the first of its kind ever undertaken by public and separate school boards in this region. Consequently, the lack of any precedent for such a venture necessitates an essential need for both boards to clearly define their requirements and expectations at the outset, in order that understanding and agreement initially established may facilitate the harmonious management, administration, growth and development of both schools to their fullest potential. This document presents the essential requirements and expectations of the Lincoln County Separate School Board in such an undertaking as both boards now jointly propose on the Lake Street school site.

A. SEPARATE SCHOOL SITE

The Lincoln County Separate School Board will negotiate the purchase of a portion of the Board of Education school site, adequate for the erection of the proposed separate school and possible future additions to the separate school. This parcel of land will abut the existing public school and contain approximately two (2) acres. The parcel of land to be purchased by the Separate School Board will contain adequate frontage for school purposes on Lake Street and will be severed from the existing site and deeded to the Lincoln County Separate School Board.

B. SEPARATE SCHOOL

The Separate School to be built on the site referred to in 'A' above will be owned in its entirety by the Lincoln County Separate School Board. In the initial stage (Stage 1), the Separate School Board shall provide the following instructional and non-instructional areas:

3 instructional areas of regular classroom size
1 Kindergarten classroom
1 Gymnasium with stage and change rooms
Teachers' workrooms
Teachers' lunchroom
Administration offices
Student washrooms
Auxiliary areas

C. PLAYGROUND

Through negotiation with the Lincoln County Board of Education an agreement will be made regarding the use of the general playground area of the school by separate school pupils during the regular recess times; noon hour; and after school periods. The scheduling of regular recess periods, noon hours and school dismissal times on a combined school basis, may, at the discretion of the Principals of both schools, facilitate the administration of both schools.

D. ARCHITECT

The Lincoln County Separate School Board will be responsible for the appointment of its own architectural firm to be charged with the preparation of working drawings, supervision and construction of the separate school. Sketch drawings of the proposed completed project, as prepared for the Lincoln County Board of Education by its architects, will be made available to the architectural firm engaged by the Lincoln County Separate School Board for guidance as to general concept of the completed project.

E. CUSTODIAL SERVICES

The Lincoln County Separate School Board will be responsible for the janitorial work necessary within the Separate School; will employ the necessary personnel for this purpose, and provide the necessary materials and equipment.

F. INSTRUCTION and SUPERVISION

The Lincoln County Separate School Board shall provide a sufficient teaching staff to provide for the instruction and supervision of all separate school students in like manner as is provided in all schools under the jurisdiction of the Board.

G. CO-OPERATIVE USE OF INSTRUCTIONAL FACILITIES

Instructional areas within each school designated for co-operative use shall be:

a) the Library Learning Centre within the Public School;

b) the Gymnasium, change rooms and Music room-on-stage within the Separate School;

Non-instructional areas designated for co-operative use shall be:

c) the mechanical room (or boiler room) within the Public School, subject to the recommendation of the Board's Architect.

The Library Learning Centre shall be available for the instruction of public and separate school pupils on a scheduled basis mutually agreed to by the principal of each school.

The Principals of the public and separate schools shall, subject to the approval of both boards, devise a method and procedure for the supply, maintenance and use of books and other resource materials to be located in the library learning centre. Reading and resource materials specifically related to the Religious Education program, and the religious orientation of the separate school and purchased by the Separate School Board for that purpose, shall be located in a section of the library reserved for the use of separate school pupils.

The Gymnasium and Change rooms:

The Gymnasium shall be available for the instruction of public and separate school pupils on a scheduled basis mutually agreed to by the principal of each school.

The principals of the public and separate schools shall, subject to the approval of both boards, devise a method and procedure for the supply, maintenance and use of instructional materials and equipment to be used co-operatively in the gymnasium. The gymnasium and adjacent change rooms shall be available for organized community use according to established board policies. The scheduling of such use shall be mutually agreeable to both boards.

The Music Room: The Music Room, located on the stage of the gymnasium, shall be available for the instruction of both public and separate school pupils on a scheduled basis, mutually agreed to by the principal of each school.

The Lincoln County Separate School Board having obtained Ministry approval of this project in the amounts previously stated, proposes to commence construction as soon as negotiations for site purchase from the Lincoln County Board of Education are completed and the necessary approvals from the Ministeries involved have been obtained.

The anticipated date of occupancy is January 1, 1976.

James D. Marino
Chairman

J.P. Skehin
Director

Appendix 3. The Agreement

The following legal agreement represents the complete outline for the operation of the shared-facilities arrangement at Pine Grove and Michael J. Brennan Schools.

THIS AGREEMENT made in quadruplicate this 8th day of July, A.D. 1975.

BETWEEN:

THE LINCOLN COUNTY BOARD OF EDUCATION
hereinafter called the "Public School Board"

OF THE FIRST PART

- and -

THE LINCOLN COUNTY ROMAN CATHOLIC SEPARATE SCHOOL BOARD
hereinafter called the "Separate School Board"

OF THE SECOND PART

WHEREAS the parties hereto are equal and autonomous School Boards;

AND WHEREAS the parties have mutually adopted the concept that they can best serve their community in the Lake Street - Lakeshore Road area and the children therein by offering two independent schools in adjoining physical structures linked together, to the best advantage of not only the community but of the Boards themselves;

AND WHEREAS it is the intention of the parties that there be two equal administrations, separate principals administering and supervising their respective staffs and students;

AND WHEREAS the parties mutually acknowledge and agree that they are working together in complete co-operation, harmony, goodwill, trust and friendship and will do everything within their powers to make the concept a practical, workable and efficient reality;

AND WHEREAS the parties wish to reaffirm their mutual feelings that they will at all times use the spirit and principles of the "Golden Rule" for reference and for a guideline in solving problems which may arise from time to time;

[illegible]

AND WHEREAS this Agreement is being entered into pursuant to the provisions of Section 156 and Subsection 1 of The Education Act 1974.

NOW THEREFORE THIS INDENTURE WITNESSETH that the parties hereto in consideration of the mutual covenants hereto contained do mutually covenant and agree as follows:

1. EFFECTIVE DATE OF THIS AGREEMENT:

(a) The agreement shall not be binding upon either of the parties hereto until the same has been approved by the Minister of Education for the Province of Ontario.

(b) Any sale of lands and premises hereinbefore referred to, or hereinafter contemplated or referred to, shall be subject to and conditional upon obtaining any consent which may be necessary from the Land Division Committee of the Regional Municipality of Niagara. In the event that the final consent from such Land Division Committee cannot be obtained for the present sale of approximately two acres, this agreement shall become null and void. All Applications for any such consent to the Land Division Committee shall be made by the Public School Board.

2. REAL PROPERTY - TITLE, OWNERSHIP, SALE AND TRANSFER:

(a) The Separate School Board shall purchase from the Public School Board, and the Public School Board shall sell to the Separate School Board approximately two acres of land shown on the Plan attached hereto as Appendix "A". The price of such lands shall be the sum of Fifty-Three Thousand Dollars ($53,000.00) payable by the Separate School Board to the Public School Board on delivery of a satisfactory deed for such lands.

(b) It is further understood and agreed that, at such time as it may become necessary for any extension to be made to any existing buildings because of additional pupil requirements, expansion will be made in such a way as to maintain the original concept.

(c) It is understood and agreed that at such time as the Separate School Board may require additional room because of additional pupil requirements, it shall be entitled to and will acquire such additional property provided the same is contiguous to the lands and premises being now purchased by the Separate School Board pursuant to sub-paragraph (a) of this paragraph provided such acquisition does not in the opinion of the Public School Board unduly limit the playground area for the schools involved.

(d) It is understood and agreed that at such time as one Board has need of additional space and the other Board has surplus space, then the Board requiring additional space may rent such space from the other Board. Rentals shall be based on the formula established in the General Legislative Grants Regulation of the Ministry of Education for the year in which space is required.

(e) There shall be a review of space utilization by the Boards on the 1st day of January, A. D., 1977; provided further that, at any time thereafter either party may request a further review to determine the requirements and needs of each of the parties.

For purposes of determining each party's requirements and needs, reference shall be made to the official enrollment within each system, in January of the year of the review, but shall not be the sole determining factor.

(f) Any further or other sale of lands and premises, other than the sales contemplated by Section 1 (a) hereof, shall be subject to the approval of the Minister of Education, if required.

(g) Each Board shall be the sole owner of all buildings constructed by such Board on the lands owned by such Board, and each Board shall be the sole owner of the chattels (including equipment and books and instructional material) purchased by such Board.

(h) Upon the within agreement being approved in principle by the parties hereto, the Separate School Board may enter upon the lands and premises of the Public School Board for the purposes of making such engineering and surveying studies as the Separate School Board deems appropriate. In doing so there shall be as little interference as possible with the lands and buildings, pupils and staff of the Public School Board. If it desires, the Separate School Board may commence construction of any buildings to be erected upon it upon consent being obtained from the Land Division Committee even though the time for appeal for such consent may have not expired, but such entry and any work done shall be at the sole risk of the Separate School Board and if any appeal results no consent being obtained from the Land Division Committee, the Separate School Board shall restore the lands in the same condition as they were in at the time this agreement was executed by the parties.

3. EXPANSION:

(a) It is understood and agreed that, at such time as it becomes necessary for an extension to be made to the school complex because of additional pupil requirements, expansion will be made subsequent to consultation between the two Boards.

(b) Notwithstanding anything contained in this agreement, it is mutually understood and agreed that the Public School Board shall construct the Library Learning Centre on the lands retained by such Board and the Separate School Board shall construct the General Purpose Room and the Music Room on the lands being purchased by the Separate School Board hereunder. The Library Learning Centre, the General Purpose Room and the Music Room shall be for the combined use by both Boards.

4. COMBINED USE:

(a) Notwithstanding anything herein contained and notwithstanding any subsequent or further sale, conveyance or transfer of lands and premises between the parties hereto, at all times hereafter, all corridors, washrooms, the general purpose room, the Library Resource Centre, the Music Room and any areas adjacent to and used in connection with it, and the school grounds shall be completely and freely open to access and shared equally by members of the staff and students of both parties.

5. STUDENT SUPERVISION:

Each school shall be responsible for supervising its own pupils in all areas commonly used, provided that either school shall be entitled to take such steps as are reasonably necessary to supervise students of the other school, in the temporary absence of supervision by the staff of that school.

It is understood and agreed that the principals of both schools may, by prior mutual arrangement, designate a staff member of either school to supervise students of both schools in all areas commonly used.

6. COMMUNITY USE:

(a) The parties mutually covenant and agree that they shall determine and set from time to time a policy which shall govern the use of any part of the school complex for community purposes or for community use which shall be administered by the operations committee hereinafter defined.

7. COSTS OF OPERATION:

(a) Operating costs, which shall include any municipal taxes or levies for local improvements, ground maintenance and snow removal, but which shall not include the costs included immediately below under the heading "Plant Operation", will be determined on a calendar year and will be shared by the parties hereto on the basis of the proportion of the acreage owned by each party.

(b) All other costs which are being shared are the total of all expenditures designated as "Plant Operation" in the uniform code of accounts for Ontario School Boards issued by the Minister of Education of Ontario, and, without in any way limiting the generality of the foregoing, shall include the costs of heating, lighting, water, sewage, and such other costs as may from time to time be mutually agreed upon by the parties hereto for the operation, maintenance and repair of the school structure or any additions thereto. These costs shall be borne by each party on the basis of the portion of the gross floor area owned by each party.

(c) Each Board shall be solely responsible for supplying the following services and paying the following costs in respect of buildings owned by each such Board:

Caretaking Services
Supplies
General Maintenance
Insurance
Telephones.

(d) This agreement insofar as it relates to the sharing of any costs hereunder shall be subject to the approval of the Minister of Education for the Province of Ontario.

8. OPERATIONS COMMITTEE:

The Operations Committee consists of the following persons and shall be established for the Public School Board; the Director, the school Principal and the Architect and Properties Manager. For the Separate School Board: the Director, the Principal and the Business Administrator.

It shall be the duty of the committee to

(a) Ensure adequate maintenance and operation of the schools.

(b) Prepare a detailed schedule to ensure maximum use of combined use areas.

(c) Generally to assist in the administration of the schools.

(d) Recommend modifications to the agreement.

(e) Review and recommend annual operating costs and rental costs where applicable.

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(f) Review and assess vandalism costs for sharing purposes.

9. TERMINATION:

(a) It is understood and agreed that if either party comes to the conclusion that it is either no longer desirable or no longer feasible to continue the within agreement, either party shall be entitled to forthwith terminate the within agreement subject to the following conditions:

(i) The party so terminating the within agreement shall give two years' notice in writing of its intention to terminate the within agreement to the other party and shall forward a copy of such notice of intention to terminate to the Regional Director.

(ii) Neither party shall be entitled to terminate the within agreement before the 1st day of July, A. D., 1980.

(b) In the event that either party wishes to terminate the within agreement and sell its school and lands, the party that is moving out of and vacating the school complex shall sell its school to the party remaining in possession of the school complex upon such terms and conditions and at such price as are mutually agreed upon, but not greater than the average appraised value on that portion of the land being sold and the unpaid balance of any debenture on its buildings and lands provided that the parties may request the assistance of the Ministry of Education for the Province of Ontario in determining such price; the parties hereto mutually acknowledge and agree that neither party shall request from the Ministry of Education permission or authority to construct a new and individual school on this site separate from the school complex unless the enrollment of the party continuing to occupy the school complex is sufficiently large to occupy all the existing classroom space in the school complex.

(c) Notwithstanding anything herein contained, the parties mutually covenant and agree that the within agreement shall be for a term of five years from the date hereof; provided further that the within agreement shall, upon renewal on the fifth anniversary hereof, be renewed for a further term of three years; provided further that the within agreement shall thereafter continue to be renewed for consecutive terms of three years each thereafter, on each third anniversary thereafter, unless the within agreement is terminated pursuant to the provisions of the within paragraph.

(d) Any extension agreement referred to in the foregoing sub-paragraph may contain such further and other terms as are mutually agreeable to the parties hereto.

10. DISPUTES:

(a) In the event that there is any dispute arising out of this agreement, or out of any agreement extending the same, or upon the determination of this agreement or any renewal thereof, the parties hereto mutually covenant and agree that they will request the Regional Director to assist them in settling the matter or matters in dispute.

In the event that any matter in dispute cannot be resolved between the parties, such matter or matters in dispute shall be submitted to arbitration by notice given by either party to the other. Upon such notice being given, the dispute shall be determined by the award of three arbitrators or by a majority of them, one to be named by each of the parties within thirty days of the giving of such notice and the third to be selected by the Minister of Education for the Province of Ontario. If, for any reason whatsoever, the Minister for the Province of Ontario fails to appoint such third arbitrator within fourteen days of receiving a written request, such third arbitrator shall be selected by the arbitrators appointed by each of the parties within seven days thereafter. The third arbitrator, as so appointed aforesaid, shall be the chairman of the arbitration.

If either of the parties shall neglect or refuse to name its or their arbitrator, or to proceed with the arbitration, the arbitrator named by the other party shall proceed with the arbitration and the award of such

BOARD

DATE [illegible]

arbitrator shall be final and binding upon both parties. The arbitrators shall have all the power given by the Arbitrations Act, R. S. O. 1970, and may at any time proceed in such manner as they may see fit on such notice as they may deem reasonable in the absence of either party if such party fails to attend. Each party shall pay its own costs and shall share equally the costs of the arbitration. The award and determination of the arbitrators shall be final and binding upon both parties hereto and each party agrees not to appeal any such award or determination.

IN WITNESS WHEREOF the parties hereto have hereunto affixed their corporate seals duly attested to by the hands of their proper officers in that behalf.

THE LINCOLN COUNTY BOARD OF EDUCATION

Per:

Chairman

G R Allen

Secretary

THE LINCOLN COUNTY ROMAN CATHOLIC
SEPARATE SCHOOL BOARD

Per:

Chairman

J. P. Sheehan

Secretary

Appendix 4. Structured Interview Format – Principals

CATEGORIES

1. initial selection for the project
2. pre-conceptions about sharing
3. expectations for the project
4. perceptions of support from: parents
    federations
    teachers (your staff)
    board trustees
    students
    community
5. teacher characteristics suited to teaching in a shared-facilities project
6. unique advantages of sharing
7. major irritants in the project
8. maximizing contributions to sharing
9. suggested changes to the current project
10. other (open)

Appendix 5. Structured Interview Format – Directors

CATEGORIES

1. personal feelings and reactions to sharing
2. perceptions of support for sharing arrangements
3. perceptions of success/failure
4. reasons for success/failure
5. other sharing arrangements
6. perceptions of advantages
7. perceptions of disadvantages
8. other (open)

Appendix 6. Structured Interview Format – Staff

Category	Considerations
1. Financing	- adequacy of program materials - library budget - gym budget - adequacy of available texts
2. Inter-Staff Relationships	- degree of comfort in using facilities provided by own board - degree of shared planning - freedom of use of shared facilities - freedom of use of a.v. equipment - handling discipline involving students of another school
3. Community	- degree of community support - parent volunteers and their role - P.T.A. and its role - community use of schools
4. Using Shared Facilities	- degree of comfort in using gym/library - degree of comfort in using "their" librarian - sharing a.v. equipment - sharing library materials
5. Inter-School Program	- intramural sports program - inter-school sports program - structure of extra-curricular activities (musical, plays, etc.) - shared parents' night
6. Personal Opinion	- federation support for shared facility - your concept of desirability of shared facility - degree and quality of leadership in school

Appendix 7. Parent Questionnaire

Dear Parents,

As you may know Mr. Stunt, Mr. Unwin and the Ontario Institute for Studies in Education are writing a book about Michael J. Brennan/Pine Grove Schools.

As part of this book we would like to know how you the parents feel about the project. You will find enclosed a questionnaire dealing with certain aspects of the school complex as identified by parents themselves. It would be very much appreciated if you could find a few moments to indicate your response on this form.

Kindly seal the completed questionnaire in the enclosed envelope and have your child return it to the principal of your school by ____________________________.

We thank you for your time.

A. Unwin
J. Stunt

The following statements should be answered by checking the word which most accurately represents your feeling concerning the local school.

THERE ARE NO RIGHT OR WRONG ANSWERS.

1. The teaching staff carefully considers community reactions before making decisions.	agree	disagree	undecided
2. The school complex has received generally favourable publicity.	agree	disagree	undecided
3. The sharing of facilities by the Lincoln Board of Education and the Lincoln County Roman Catholic Separate School Board represents a wise investment of the tax dollar.	agree	disagree	undecided
4. Relations between members of the community who support the two boards are excellent.	agree	disagree	undecided
5. Each teaching staff is able to maintain the philosophies appropriate to the school board which has jurisdiction over it.	agree	disagree	undecided
6. The local community in general supports the idea of a shared facility.	agree	disagree	undecided
7. Parents' comments concerning the school complex are generally favourable.	agree	disagree	undecided
8. The shared facility is a source of pride in the community.	agree	disagree	undecided
9. The community helps the school to achieve its goals.	agree	disagree	undecided
10. The staff of the school your child attends has informed the community of what it wishes to accomplish.	agree	disagree	undecided
11. The staff of the school your child attends is doing a good job in educating the students.	agree	disagree	undecided
12. Sharing a gym does not hinder the programs of the schools.	agree	disagree	undecided
13. Sharing a library does not hinder the programs of the schools.	agree	disagree	undecided

14.	Each school should continue to have its own librarian.	agree	disagree	undecided
15.	A Parent-Teacher organization helps to maintain good community relations.	agree	disagree	undecided
16.	Children attending schools in the complex are generally happy.	agree	disagree	undecided
17.	The two school boards have done a reasonable job in sharing costs.	agree	disagree	undecided
18.	The teachers seem to support the concept of a shared facility.	agree	disagree	undecided
19.	The staffs do a good job in maintaining the individuality of the two schools, where desireable.	agree	disagree	undecided
20.	Children who would normally attend different schools are better able to maintain friendships by attending school in a shared facility.	agree	disagree	undecided
21.	A shared facility promotes better understanding between children who have different faiths.	agree	disagree	undecided
22.	The principals and staffs promote community use of the school facilities.	agree	disagree	undecided
23.	The school your child attends seems to have adequate supplies, materials and equipment.	agree	disagree	undecided
24.	Different groups in the community have reasonable access to the use of the school facilities after hours.	agree	disagree	undecided
25.	Members of the community feel better now about the sharing of facilities than they first did.	agree	disagree	undecided
26.	Members of the community would support more ventures like this in other schools.	agree	disagree	undecided

COMMENTS ____

____

____

____

Appendix 8. Student Questionnaire

(Identical questionnaires were used in Pine Grove School and Michael J. Brennan School except that the school names were interchanged. For purposes of this book instead of school names we have used the terms "this school", "other school" as appropriate.)

[NAME OF SCHOOL]

FOR EACH QUESTION, CHECK (✓) THE ONE ANSWER THAT BEST SHOWS HOW YOU FEEL.

EXAMPLE: Food
I LIKE ALL CAKE ________
I LIKE SOME CAKE ____✓____
I DON'T LIKE CAKE ________

Remember to answer questions to show how you feel.

THERE ARE NO RIGHT OR WRONG ANSWERS. MAKE SURE TO ANSWER EVERY QUESTION.

---

1. Meeting new people
I LIKE TO MEET NEW PEOPLE ________
I DON'T CARE IF I MEET PEOPLE ________
I DON'T LIKE TO MEET NEW PEOPLE ________

. . . .

2. Schoolwork
SCHOOLWORK IS USUALLY EASY FOR ME ________
SCHOOLWORK IS OFTEN HARD FOR ME ________
SCHOOLWORK IS ALWAYS HARD FOR ME ________

. . . .

3. My teachers
I USUALLY LIKE MY TEACHERS ________
SOMETIMES I DON'T LIKE MY TEACHERS ________
I USUALLY DISLIKE MY TEACHERS ________

. . . .

4. Helping out around school

I OFTEN OFFER TO HELP OUT IN SCHOOL ________

SOMETIMES I OFFER TO HELP OUT IN SCHOOL ________

I DON'T OFTEN OFFER TO HELP OUT IN SCHOOL ________

. . . .

5. Friends

I HAVE MANY FRIENDS ________

I HAVE SOME FRIENDS ________

I DON'T HAVE MANY FRIENDS ________

. . . .

6. Making friends

(A) IT IS EASY TO MAKE FRIENDS IN [THIS SCHOOL] ________

IT IS SOMETIMES HARD TO MAKE FRIENDS IN [THIS SCHOOL] ________

IT IS HARD TO MAKE FRIENDS IN [THIS SCHOOL] ________

(B) IT IS EASY TO MAKE FRIENDS WITH CHILDREN FROM [OTHER SCHOOL] ________

IT IS SOMETIMES HARD TO MAKE FRIENDS WITH CHILDREN FROM [OTHER SCHOOL] ________

IT IS USUALLY HARD TO MAKE FRIENDS WITH CHILDREN FROM [OTHER SCHOOL] ________

. . . .

7. Teams

I LIKE BEING ON TEAMS WITH CHILDREN FROM [OTHER SCHOOL] ________

I WOULD LIKE TO BE ON TEAMS WITH CHILDREN JUST FROM [THIS SCHOOL] ________

. . . .

8. Recess

I OFTEN PLAY WITH CHILDREN FROM [OTHER SCHOOL] AT RECESS ________

I SELDOM PLAY WITH CHILDREN FROM [OTHER SCHOOL] AT RECESS ________

I ONLY PLAY WITH CHILDREN FROM [THIS SCHOOL] AT RECESS ________

……

9. My school

I AM PROUD THAT [THIS SCHOOL] SHARES THE SCHOOL WITH [OTHER SCHOOL] ________

I WISH THAT WE DIDN'T HAVE TO SHARE SOME THINGS WITH [OTHER SCHOOL] ________

I WISH THAT [THIS SCHOOL] HAD ITS OWN SCHOOL ________

……

10. My "classroom"

(A) MY 'CLASSROOM' IS IN AN OPEN AREA ________

MY 'CLASSROOM' IS AN ORDINARY CLASSROOM ________

MY 'CLASSROOM' IS IN A PORTABLE ________

(B) I USUALLY ENJOY MY 'CLASSROOM' ________

I SOMETIMES ENJOY MY 'CLASSROOM' ________

I SELDOM ENJOY MY 'CLASSROOM' ________

……

11. At school

I ALWAYS HAVE FUN AT SCHOOL ________

SOMETIMES I FIND SCHOOL DULL ________

SCHOOL IS DULL MOST OF THE TIME ________

……

12. The library

(A) I USE THE LIBRARY OFTEN ________

I USE THE LIBRARY ONCE IN A WHILE ________

I SELDOM USE THE LIBRARY ________

(B) I LIKE SHARING THE LIBRARY WITH [OTHER SCHOOL] ________

I WISH [THIS SCHOOL] HAD ITS OWN LIBRARY ________

. . . .

13. The Gym

(A) THE GYM PROGRAM IS FUN ________

I SELDOM HAVE FUN IN THE GYM ________

(B) I LIKE SHARING THE GYM WITH [OTHER SCHOOL] ________

I WISH WE HAD OUR OWN GYM ________

. . . .

14. Being treated fairly

(A) I AM USUALLY TREATED FAIRLY BY TEACHERS FROM [THIS SCHOOL] ________

SOMETIMES I AM TREATED FAIRLY BY TEACHERS FROM [THIS SCHOOL] ________

I AM NOT USUALLY TREATED FAIRLY BY TEACHERS FROM [THIS SCHOOL] ________

(B) I AM USUALLY TREATED FAIRLY BY TEACHERS FROM [OTHER SCHOOL] ________

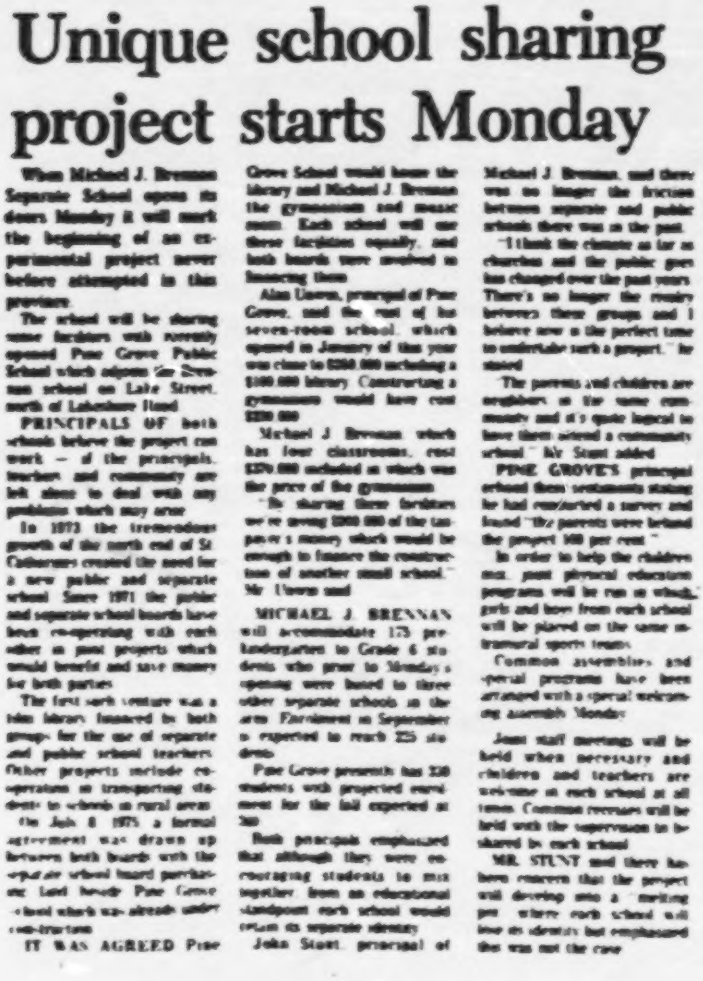
SOMETIMES I AM TREATED FAIRLY BY TEACHERS FROM [OTHER SCHOOL] ________

I AM NOT USUALLY TREATED FAIRLY BY TEACHERS FROM [OTHER SCHOOL] ________

. . . .

Appendix 9. Selected Clippings

(Reprints of photographs, articles and editorials were contributed to the report by Mr. Henry Burgoyne of The St. Catharines Standard.)



Unique school sharing project starts Monday

When Michael J. Brennan Separate School opens its doors Monday it will mark the beginning of an experimental project never before attempted in this province.

The school will be sharing some facilities with recently opened Pine Grove Public School which adjoins the Brennan school on Lake Street, north of Lakeshore Road.

PRINCIPALS OF both schools believe the project can work — if the principals, teachers and community are left alone to deal with any problems which may arise.

In [illegible] the tremendous growth of the north end of St. Catharines created the need for a new public and separate school. Since 1971 the public and separate school boards have been co-operating with each other in joint projects which would benefit and save money for both parties.

The first such venture was a film library financed by both groups for the use of separate and public school teachers. Other projects include co-operation in transporting students to schools in rural areas.

On July 8, 1975 a formal agreement was drawn up between both boards with the separate school board purchasing land beside Pine Grove school which was already under construction.

IT WAS AGREED Pine Grove School would house the library and Michael J. Brennan the gymnasium and music room. Each school will use these facilities equally, and both boards were involved in financing them.

Alan Unwin, principal of Pine Grove, said the cost of his seven-room school, which opened in January of this year was close to [illegible] including a $100,000 library. Constructing a gymnasium would have cost [illegible].

Michael J. Brennan, which has four classrooms, cost [illegible] included in which was the price of the gymnasium.

"By sharing these facilities we're saving [illegible] of the taxpayer's money which would be enough to finance the construction of another small school," Mr. Unwin said.

MICHAEL J. BRENNAN will accommodate 175 pre-kindergarten to Grade 6 students who prior to Monday's opening were bused to three other separate schools in the area. Enrolment in September is expected to reach 225 students.

Pine Grove presently has [illegible] students with projected enrolment for the fall expected at [illegible].

Both principals emphasized that although they were encouraging students to mix together, from an educational standpoint each school would retain its separate identity.

John Stunt, principal of Michael J. Brennan, said there was no longer the friction between separate and public schools there was in the past.

"I think the climate as far as churches and the public goes has changed over the past years. There's no longer the rivalry between these groups and I believe now is the perfect time to undertake such a project," he stated.

"The parents and children are neighbors in the same community and it's quite logical to have them attend a community school," Mr. Stunt added.

PINE GROVE'S principal echoed these sentiments stating he had conducted a survey and found "the parents were behind the project 100 per cent."

In order to help the children mix, joint physical education programs will be run in which girls and boys from each school will be placed on the same intramural sports teams.

Common assemblies and special programs have been arranged with a special welcoming assembly Monday.

Joint staff meetings will be held when necessary and children and teachers are welcome in each school at all times. Common recesses will be held with the supervision to be shared by each school.

MR. STUNT said there has been concern that the project will develop into a "melting pot" where each school will lose its identity but emphasized this was not the case.

(June 5, 1976)

Have only touched tip of iceberg. . . *. . . On school sharing, principal says*

They've got all summer to make good thing even better

By MARTIN VAN NIEROP
Standard Reporter

Principals Al Unwin and John Stant have all summer to figure out how to make an already good situation even better.

They're the principals of Pine Grove Public School and Michael J. Brennan Separate School in the city's north end on Lake Street. The schools are grafted together and share gymnasium, library, music room and playground facilities.

About one week ago, a ministry of education evaluation was made public and the over-all tone was positive. Everyone, including the principals, school board officials and teachers, collectively wiped their brows in relief.

THE ONLY negative note sounded, if that's what it can be called, was a repeated reference to an actual minimal amount of sharing in the two schools. That is, sharing of teaching programs.

Sharing, the report notes through interviews with parents, principals, teachers and pupils, is done on a surface level encompassing things like viewing films and intramural sports activities.

But in the same breath, the report documents more than once that people feel it is premature to make any judgement about the success or intimacy of the sharing concept.

Going around, it seems, is the theme that the sharing of facilities needs time to take hold.

"THE REPORT was completed in January. We'd only been in the facility six months and had only begun to feel our oats by that time," notes Michael J. Brennan principal John Stant.

Since then, Mr. Stant says, the two schools have become involved in many more sharing projects, both on a curriculum and community level.

He points to a week-long trip to camp in northern Ontario by the two schools' Grade 6 classes as one such intensive sharing project which took place long since the report was compiled.

"There have been more interactions, and more of our teachers have met teachers from the Pine Grove side," he says. "We haven't really pushed it, but we've made opportunities for it to happen."

"SO FAR, I think we've just touched the tip of the iceberg."

Pine Grove principal Al Unwin agrees there have been many developments since the evaluation was drawn together. Although he thinks it could have waited, he thinks in essence it was a good, positive step in the right direction.

"I tend to agree with the trustee who said the report may have been a bit premature, but it was good to start a kind of log on the schools and their development," he says.

He also singles out the trip by the Grade 6 classes as a case in point.

ON THE TRIP, paid for by parents of the pupils taking part, separate and public students went to Doe Lake where they participated in stream studies and other outdoor-oriented curriculum under the guidance of a team of teachers consisting of three from Pine Grove and two from Michael J. Brennan. They also had social events each evening.

It was a success, according to those who took part, and it bodes well for other projects like it.

Mr. Unwin thinks more program co-operation is in the wind as well.

What does he think of criticism in the report about the teachers not working more closely together?

"IT UPSET some of the teachers and I don't think it was really justified. John and I see this will happen eventually just through spontaneity," he notes.

Both principals are equally adamant that initial problems surrounding mutual use of the library and gym have been virtually solved in the interim. The report notes at several points some misunderstanding had developed between the two staffs over the utilization of the two facilities.

"Right now we've got a timetable ready to go. The gym will be in full use all the time. The timetabling for the library will be ironed out, too, before the new school year," says Mr. Unwin.

He adds that the two staffs will have a joint staff meeting in the first week of school to plan some joint ventures and air out any other areas of contention.

But essentially, the two principals are happy to let the report do most of the talking for itself. Although Michael J. Brennan had only been co-existing with its public school neighbour for six months when the ministry was invited in to look the project over, plenty of positive comments came to light.

Representative of the report's observations were these:

• From the parents: "The parents are generally supportive of the sharing concept...and see it as a wise investment of the tax dollar...." and "Parents perceive that within the framework of the shared facility the staffs do a good job of maintaining the individuality of the two schools."

•From the teachers: "Most of the opinions expressed (by Pine Grove staff) can be distilled into two brief comments. The concept of a shared facility is a very good idea from both the economic and the educational point of view. Amelioration of the library problem will smooth out the last wrinkle in the concept."

•From the pupils: "During the data-gathering exercise the pupils expressed, by and large, a general satisfaction with the schools, the sharing concept and the programs in their schools."

(June 1977)

Hardly a cause for cheers

It might have seemed amusing, but it was really quite sad.

We are referring to the show the two local school boards put on this week when they concluded what one official termed "an event of singular importance." They even had a photographer in attendance to record the event!

There was a formal signing ceremony — duly photographed for posterity — and there was praise for the "dedicated hard work on the part of many people" who had made it all possible. There was even the suggestion that some day "we'll show the rest of the province the way."

What was it all about? What was this occasion of such "singular importance" that it might some day shine forth across this province?

It was a simple agreement by the public school board and the separate school board for the sharing of certain facilities — mainly the gym and the library — at two elementary schools now being built in the city's northend. That's all.

Granted, it took the boards two years — two years punctuated by heated battles — to reach their school-sharing agreement. But should that be cause for puffing up one's chest?

Here we have two boards, both dedicated to the education of the children of the same community, and it took them two years to agree on having the kids share the books and the gym equipment at just one of their 65-or-so schools in this city.

Some progress!

(July 11, 1975)

School boards agree on joint school use

By JOHN WHITE
Standard Reporter

It's official! After two years of discussion which sometimes raged into heated battles, the Lincoln County board of education and Roman Catholic separate school board have officially signed an agreement for their shared school in North St. Catharines.

Last night the signing officers for the two boards, chairman Sven Dokeberg and director Rodger Allan for the public board and superintendent James Skehin and chairman James Marino for the separate board, signed the documents that make previous decisions a reality.

The project — the first for this area, but not for the province — involves two individual schools with their own classrooms, but with other facilities in common. The public school is to be called Pine Grove School and the separate school Michael J. Brennan School.

"THIS IS AN event of singular importance for both boards," said Mr. Skehin. "After a great deal of discussion, we have been able to produce a document which we believe will facilitate the growth of understanding and co-operation between our two boards."

He said that, although the boards had co-operated in other ventures in the past (such as sharing transportation, physical education and industrial arts facilities) this was the first time they had co-operated in the building of an entire school.

"Should problems arise between us, I'm sure that the trust and harmony developed by the trustees of both boards will work to solve them," he added.

Mr. Dokeberg said there "may well be" problems in the future, but that they would not come to an impasse.

"MAKE NO MISTAKE that there will be difficulties arising," he said. "But on past experience, I would say that we have proven we will be able to solve them amicably and quickly."

Holding up a copy of the official agreement, he said:

"The preamble to this document says that we shall do all we can to make this school a practicality. These words are not just a bunch of legalistic jargon. They are fact, because that is exactly what we are doing."

The agreement was not easily made, said Mr. Marino, adding that "it comes as a result of dedicated hard work on the part of many people."

By making this agreement, the two boards "are helping each other out."

"IF WE CONTINUE to look after each other's interests in this fashion, then we are going to be the people to show the rest of the province the way," he went on.

"It didn't come easily and the work is not done yet. There's a lot more to be done and there are going to be arguments. But we're showing here tonight that we will get it done."

On the dotted line

Looking for all the world like United Nations officials signing some international pact, these St. Catharines education officers are really only making that agreement for shared school facilities official. The signing came at last night's meeting of the Lincoln County board of education. From the left, the busy officers are: separate school board superintendent James Skehin and his chairman, Jim Marino; Lincoln board chairman Sven Dokeberg and his director of education, Rodger Allan.

(July 9, 1975)

Controversial entrances retained as joint school plans approved

"The die is cast for a project unlike any other project in Ontario."

So said Jim Marino at the Lincoln County Roman Catholic separate school board meeting last night as he projected how the board's decision to share facilities with the Lincoln County board of education will affect similar projects in the province.

"This could set the guidelines for any number of projects anywhere in Ontario," said the chairman.

Approve sketch plans

His remarks followed approval by the board of sketch plans for the proposed $417,000 separate school on Lake Street. The five-room school will be built next to Pine Grove public school for the purpose of sharing gym and library facilities.

The plans will now go to the ministry of education for final approval.

They are the same as those presented two weeks ago by the St. Catharines architectural firm of Macdonald and Zuberec, which were greatly criticized by the majority of trustees for suggesting a common entrance for both schools.

In the plans adopted by the board, the controversial entrances at either end of a corridor adjoining the two schools are retained.

At the last board meeting, these same plans were sent back to the board's property committee for further study.

Chairman of this committee, Nick Marino, said about 15 persons, including most trustees and the architect, attended the committee meeting.

"Everyone at this meeting was in favor of these plans," he added.

Mr. Marino said once the trustees had a chance to thoroughly study the architect's plans, they weren't quite so critical.

"There wasn't one person who spoke against the corridor." —

Lot size queried

Trustee George Saranchuk, however, told the board that he was anything but happy about the amount of land the separate school board is going to be able to purchase.

The separate school board will be buying two acres for its school site from the board of education at a total cost of $32,000. The existing public school now sits on a seven-acre site.

Mr. Saranchuk complained that the board would, in reality, not be getting "two acres net" because the city plans to take part of the right-of-way when it widens Lake Street.

"There is no reason why they can't give us 2.5 acres," said the outraged trustee. "They are getting kind of niggardly with 2 acres."

Separate school board stories by RICK BRENNAN Standard Reporter

He suggested that this type of arrangement is an early indication that the two boards will not be sharing on an equal basis.

"What kind of sharing is it when someone is a major sharing partner and the other is a minor sharing partner — this is the case here."

Attack editorial

Before sitting down, Mr. Saranchuk slammed The Standard for an editorial concerning the board's criticism of a common entranceway.

After the decision to send plans back to committee level, The Standard published a tongue-in-cheek editorial on April 25 in which the board was ridiculed. Following is an excerpt from the editorial:

"It's quite obvious that the members of the separate school board are now having second thoughts about the the whole deal. And well they should. After all, it's bad enough having separate school students breathe the same, usually foul, gymnasium air or having the kids finger the same books in the school library.

"But the prospect of having the separate school students come into actual physical (ugh!) contact with those of other faiths, or perhaps of no faith at all, is just too horrid to contemplate. Where would it all end."

Mr. Saranchuk said the author of the editorial should have thought twice before he put pen in hand and also accused him of being totally biased and not making himself familiar with the facts.

Before last night's meeting, Nick Marino said he had never came in contact with a more "bigoted person" in all his life, referring to writer of the editorial.

Final approval

The board also gave final approval of an agreement by which both boards have agreed to operate the two schools in a co-ordinated fashion.

(May 6, 1975)

A microcosm of world's ills

The very thought of Roman Catholic separate school students actually rubbing shoulders with public school students at a new northend school had members of the separate school board up in arms this week.

The board is planning to add a separate school wing to Pine Grove School on Lake Street north of Lakeshore Road. Public and separate school students would share the school's gymnasium and library facilities—thus cutting costs for both public and separate school supporters—but maintain their own, separate classrooms and ancillary school facilities. Although other communities in Ontario have had shared schools for some time, the Pine Grove School experiment is a first for St. Catharines.

But earlier this week, while poring over architect's sketches, separate school board members were aghast to discover someone had planned to have public and separate school students enter the school through a common breezeway joining the two sections. Obviously, as far as the separate school board was concerned, that was going too far.

It's one thing to discuss togetherness in abstract, theoretical terms, and to pay lip service to its cost-saving features; but when it comes down to putting it into practice . . . . well, that's a horse of a different color.

It's quite obvious that members of the separate school board are now having second thoughts about the whole deal. And well they should. After all, it's bad enough having separate school students and public school students breathe the same, usually foul, gymnasium air, or having the kids finger the same books in the school library. But the prospect of having separate school students come into actual, physical (ugh!) contact with those of other faiths, or perhaps of no faith at all, is just too horrid to contemplate. Where would it all end?

(April 25, 1975)

Common entrance at shared school upsets RC board

"We are not worried about them (the Lincoln County board of education), we are just worried about ourselves," said a separate school trustee last night.

Trustee on the Lincoln County Roman Catholic separate school board, Nick Marino, was describing the board's actions toward the operation of a school on a co-operative basis with the public board.

The board last night sent plans for a proposed $417,000 school on Lake Street back to its committee for further study. The five-room school is to be built next to Pine Grove School for the purpose of sharing gym and library facilities.

THE PLANS, submitted by the St. Catharines architectural firm of Macdonald and Zuberec, were criticized by the majority of trustees for suggesting that there be a common entrance for both schools.

The two schools are expected to be linked by a hallway and it was in this area that the plans included the controversial entrance.

Trustee John Pearson said that besides the sharing of certain facilities "my interpretation is that it would be a school unto itself."

"I wonder if the architect knows what we are talking about," said Mr. Pearson — he motioned toward Mike Zuberec.

"WE'VE SEEN BETTER plans than that," said Nick Marino, referring to the fact that they were the fourth set to be presented to the board.

Ed Wojtowicz, business administrator for the board, said because the board is paying for its own school, it can call the shots no matter what the public school board might want.

Trustee Rev. Joseph Killoran said the catholic school should be "completely autonomous."

"I HOPE YOUR idea of the word autonomous is the same as ours and not that of the Lincoln County board of education," said Father Killoran to Mr. Zuberec.

"We have to be able to run our schools the way we want to run them."

Plans for the separate school will include three classrooms, a kindergarten and a general purpose room with change rooms.

THE CO-OPERATIVE system will be the first of its type in the Niagara Region with both schools sharing gym and library facilities.

The proposed separate school, to be completed early next year, will offer junior kindergarten to grade six and will have a student enrolment of about 14[illegible].

(April 25, 1975)

Saranchuk raises hackles with school probe plea

By RICK BRENNAN
Standard Reporter

Tempers flared at last night's meeting of the separate school board when one member accused his fellow trustees of being narrow-minded.

Heated exchanges between Trustee George Saranchuk and the other members of the Lincoln County Roman Catholic separate school board began when he said some trustees were afraid to face up to the potential problems involved in operating a proposed co-operative school on Lake Street.

The $417,000 school will be linked by a hallway with Pine Grove School on an existing six-acre site owned by the Lincoln County board of education.

The co-operative system will be the first of its type in the Niagara Region. The gym and library will serve both schools.

TO OBTAIN an insight into some possible problems which Mr. Saranchuk suggested might be encountered there, he moved that the architectural firm of Macdonald Zuberec visit similar operations now in existence in Toronto.

But the motion received little support by the board and was eventually voted down.

"I don't see what the board members are so afraid of," countered Mr. Saranchuk. "I dare say there isn't a person here who has set foot inside these other schools — I have."

Trustee John Pearson, who obviously took exception to the remarks, said: "I don't feel any trustees on this board are afraid of knowing the facts ... or that there would be anybody so narrow-minded or have tunnel vision that they wouldn't want to investigate."

Mr. Pearson reminded the board that, in his opinion, the matter had been looked at at all angles before being approved by the board.

"I DON'T THINK we would be so foolish as to make a decision without realizing the effects on the children in the area," he said.

After Mr. Saranchuk insisted that the board was afraid of something, Mr. Pearson said he did not "intend to sit here and listen to this type of nonsense going on."

Mr. Pearson added that he was impressed by the fact that "new trustees" were putting forth suggestions, but said that they should be tabled within the next two weeks. Then the board will meet with the architect to review plans for the school.

"Is it that we've adopted tunnel vision? Are we afraid to look to the left and to the right ...?" asked Mr. Saranchuk.

Jim McGEHAN, the director of education, told the board that although certain problems are anticipated it would be difficult to compare them with those experienced by the schools in Toronto because "no project there is on the same level as ours."

Trustee Nick Marino said he could see no reason for sending the architect to Toronto.

"Why look for trouble before it starts?" asked Mr. Marino.

Later in the meeting, the board also turned down a recommendation by Trustee Susan Snyder that the board invite the chairman, the director of education and the business administrator on the Metro Toronto separate school board here to discuss problems relative to co-operative sharing of schools.

(April 9, 1975)

Two Schools, One Roof A Future Possibility

Public and separate schools in this area may be housed under one roof in future.

The Lincoln County board of education decided last night that, if such a move were mutually desirable, and if the ministry of education agreed, it would work together with the Lincoln County Roman Catholic separate school board to build schools with some joint facilities.

"SOMETHING like this could mean two wings of classrooms with, say, a common library and gymnasium," said Rodger Allan, director of education. "It would be two schools under one roof, sharing the same supporting services."

Asked about how costs would be shared, he said:

"They would be split according to what each board built. If we built [illegible] per cent of the total, for example, and the separate school board built [illegible] per cent, then that's how we'd divide the costs."

Trustees were reminded that several neighboring schools belonging to the two boards already share such things as gymnasiums, home economics and industrial arts facilities. The two boards have also been sharing transportation arrangements and film libraries for some time now.

ALTHOUGH trustees in committee discussed the location of a possible future joint elementary school, they mentioned no specifics in the open board meeting.

(February 27, 1974)

Joint Transportation Study Follows School Sharing Pact

COST OF THE shared facilities will be worked out according to the amount of use given them by each board. The purpose of the agreement is to ensure equal home economics and industrial arts education for all students in the area.

Trustees of the public board were told last night that there are several cases where a school belonging to one board lacks proper facilities, while a nearby school belonging to the other board has them.

The two boards have been sharing transportation facilities for some time, after trustees of both boards were treated to what they termed "the ridiculous spectacle" of having two half-empty school buses following each other along roads in several places.

THE BOARD of education has been transporting separate school kindergarten children from the west end of Grimsby, above the escarpment, and all separate school children below the escarpment, to a central location where they transfer to a separate school bus.

In West Lincoln, the board has been transporting [illegible] students from various areas to school. In all cases, the separate school board has been paying proportionate costs.

For 1973-74 a tentative agreement has been reached to add to the list the transportation of separate school kindergarten students from Grimsby's east end to St. Joseph's School.

The two boards have also been sharing library resources extensively over the past two years.

(July 11, 1973)

Sharing Of Facilities Approved By RC Board

Co-operation between public and separate school boards was the subject of considerable discussion at last night's meeting of the Lincoln County Roman Catholic separate school board.

Trustees voted to enter into an agreement to share home economics and industrial arts facilities on a county basis in the elementary schools with the Lincoln County board of education.

Financial arrangements would be developed and submitted to the two boards at a later date.

The question is expected to be on the agenda of tonight's meeting of the public board.

Later in the meeting, Trustee John Pearson raised the question again, referring to an editorial in The Standard of June 12, which discussed such co-operation in Nakina, Ont., where the public and separate schools share one roof.

Trustee Pearson referred in particular to the final paragraph of the editorial, which stated: "It's nice to think that the people of Nakina are still so isolated from the influences of our southern Ontario "civilization" that they don't realize such co-operation among school systems is out of place. And one can only hope that the stories now being brought home by the students from St. Bridget School (in Nakina) who have visited St. Catharines won't shake the folks at Nakina out of their blissful ignorance."

The editorial followed a story in The Standard June 1, about a group of students from St. Bridget School who travelled to St. Catharines to meet students from St. Mary School, with whom they had become pen pals.

Trustee Pearson claimed the editorial was "incorrect and misleading in several respects." He told the board that the area separate school board owns the land on which the separate school is built, even if it shares the same roof as the public school.

Moreover, the trustee maintained that there was consultation with other boards in southern Ontario through the Ontario Separate School Trustees' Association, of which he is a director.

Trustee Pearson noted as well that both the Lincoln County board of education and the Lincoln County Roman Catholic separate school board are presently working and co-operating on many projects.

In other business last night, the board turned down a staff recommendation that it approve the transportation of one junior class from St. Edward School, Jordan, to St. Mary School in St. Catharines for the coming school year.

Instead an alternative proposal, put forward by Trustee Msgr. W. H. Delaney, was adopted. As a result, there will only be a half-day kindergarten for the [illegible] pupils registered at the school, instead of the full-day as originally planned.

The school was the only one in the system that had qualified for a full-day kindergarten by having more than [illegible] students enrolled.

The board was unable to obtain ministry of education approval for the purchase of a portable classroom for use at the Jordan school.

(July 10, 1973)